DOCUMENT RESUME

ED 202 958 UD 021 457

TITLE	Minimum Teaching Essentials: Grades 5-9. Communication Arts, Social Studies, Art, and Music.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO	ISBN-88315-495-5; NYCBE-CB-01-0000-81
PUB DATE	79
NOTE	258p.; Some tables and credits may be marginally legible due to small type size. For related documents, see UD 021 456-460, UD 021 463-471, and UD 021 474.
AVAILABLE FROM	Board of Education of the City of New York, Publications and Sales Office, 110 Livingston Street, Brooklyn, NY 11201 ($4.50; make checks payable to Curriculum Publications, Board of Education).
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	*Art Education; Basic Skills; Career Education; Child Development; *Communication Skills; Content Area Reading; Curriculum Guides; Elementary Secondary Education; Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; Library Skills; *Minimum Competencies; *Music Education; *Social Studies; Study Skills; *Teaching Methods
IDENTIFIERS	*New York City Board of Education

ABSTRACT

This guide presents the "minimum teaching essentials" published by the New York City Board of Education for grades 5-9. The bulletin begins with an overview of each subject area. Subject areas are grouped together under grade levels and information on instructional content is provided. Skills and knowledge objectives for each area are also indicated. Subject areas include: (1) art; (2) communication arts, which includes reading speaking, writing, and listening; (3) use of library media; (4) music; and (5) social studies. Sections on career education, child development, and work study skills are also included. Appended to the guide are phoneme tables and a list of curriculum publications. (Author/APM)

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ED202958

MINIMUM TEACHING ESSENTIALS

Grades 5-9

Communication Arts Social Studies Art and Music

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Curric. No. 01-0000-83
ISBN 88315-495-5

UD021457

Vol 2

New York City public schools should order additional copies of this publication from the Bureau of Supplies.

ISBN 88315-495-5 Curriculum No. 01-0000-83

Copies of this publication may be purchased by outside agencies from: Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201. Checks should be made payable to: Curriculum Publications, Board of Education

Price: $4.50

MINIMUM TEACHING ESSENTIALS

Grades 5-9

Communication Arts, Social Studies, Art and Music

NEW YORK CITY BOARD OF EDUCATION
OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT • DIVISION OF CURRICULUM & INSTRUCTION

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Contents

FOREWORD..v

ACKNOWLEDGMENTS..vii

INTRODUCTION..1

CHILD DEVELOPMENT FOCUS...............................3

CAREER EDUCATION...9

WORK STUDY SKILLS.......................................19

ART...25

COMMUNICATION ARTS.....................................55

LIBRARY MEDIA...93

MUSIC...99

SOCIAL STUDIES...107

CREDITS..129

Appendix A: Phoneme Tables.............................134

Appendix B: Curriculum Publications....................136

Minimum Teaching Essentials: Grades 5-9, Communication Arts, Social Studies, Music, and Art is excerpted from Minimum Teaching Essentials: Grades K-9 published in 1979. Only the section on Communication Arts is reproduced in its entirety because of its integral relationship to all other subject areas.

Foreword

Decentralization imposes upon District Community School Boards the responsibility to control and operate, in a form consistent with the policies of the Central Board of Education, all prekindergarten, nursery, kindergarten, elementary, intermediate, and junior high schools. Community Boards also decide matters of instruction and select textbooks and ancillary materials, subject to the prior approval of the Chancellor. Decentralization thus allows districts the flexibility and differentiation necessary to meet the varying needs of their students.

At the same time, the decentralization law also continues the power vested in the Office of the Chancellor to "promulgate minimum educational standards and curriculum requirements for all schools and programs throughout the city district."* It is hoped that Minimum Teaching Essentials K-9 will provide every educator with the knowledge of what must be taught in content and basic skills for each grade level in all curriculum areas, thus offering every student an instructional program governed by the approved curriculum. Presenting such essentials is also a step toward creating the continuity of instruction desirable for a city with high pupil mobility.

Students in most classrooms will be taught more than is specified as a minimum. Supervisors and teachers will innovate, enrich, and extend curricula whenever possible. But this bulletin forms the teaching base required to maintain educational standards and ensure appropriate learning opportunities in every classroom. We can offer our students no less.

Frank J. Macchiarola
Chancellor

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* New York State Education Law, Article 52, paragraph 2590-h.

Acknowledgments

The curriculum publication, *Minimum Teaching Essentials K-9*, was initiated by Irving Anker, former Chancellor of the New York City Public School System. Both the experimental and the revised editions were prepared as projects of the Division of Curriculum and Instruction, Arnold Webb, Executive Director*.

Grateful appreciation is extended to all the supervisors and staff of the Centers within the Division of Curriculum and Instruction. Without their support, cooperation and expertise, this document would not have been possible. Charlotte Frank, Director of the Center for Curriculum Development, was responsible for coordinating the contributions of the subject area Centers and preparing the manuscript for publication. The supervisors who were responsible for development of the materials are listed below under their contributing Center.

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Health and Physical Education: Irwin Tobin, Director; Bernard Kirschenbaum and Angela Zirpiades, Assistant Directors of Physical Education; Melvin Warren, Assistant Director of Health Education

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*The organizational structure and titles throughout the acknowledgments are those in effect at the time of initial printing.

Mathematics and Science: Frank Wohlfort, Assistant Director of Mathematics; Sam Fried, Assistant Director of Science
School Development: Hortense Jones, Director
Library, Media and Telecommunication: Morris Freedman, Director; Geraldine Clark, Assistant Director, Head of Library Unit
Reading: Marian Power, Director (Acting)

Special thanks is extended to teachers, school and district supervisors and members of institutions of higher education whose suggestions have contributed greatly to this document.

Because of the large number of individual contributors, names have been listed in the section entitled Credits.

Introduction

This revised edition of Minimum Teaching Essentials K-9 presents the minimum in basic skills and knowledge which must be taught within each curriculum area. It does not constitute the full scope of the various courses of study. It should also be noted that this publication does not include teacher methodology, student attitudes and appreciations, or moral and ethical values. Previously published bulletins provide the necessary support to help education design and implement the complete and appropriate curriculum. The purpose of this document is to provide administrators, teachers, parents, and other members of the educational community with a comprehensive resource which identifies, within all disciplines, the basic body of knowledge and skills to be taught at each grade or level.

The organization of the bulletin begins with a broad perspective of each subject area. These statements highlight the major components of the individual disciplines and indicate the role each area plays in the total educational process. Statements of the philosophy, goals, and guidelines for bilingual education are included. Career education is represented with basic understandings for each grade.

Reading and language arts are integrated as "communication arts," reflecting the interdependent nature of listening, speaking, reading and writing. This arrangement also reinforces the principle that specific reading skills are a means to increase students' abilities to read for pleasure and information, and are not ends in themselves. The communication arts section is presented in uninterrupted sequence K-9 and precedes the other subject areas.

A child development focus appears before grades K-2, 3-5, and 6-9. This section reviews children's basic psychological needs, and the physical, socio-emotional, and intellectual growth patterns expected of a particular age group. The work-study skills used in all subject areas are presented in chart form for K-2, 3-5, and 6-9.

English as a second language and foreign languages in the elementary school (FLES) are also treated by levels and precede the subjects which are grouped by grade. Specialized subjects for the intermediate or junior high school are presented course by course. These are: foreign languages, home economics, industrial arts, and typewriting.

All other curriculum subjects within a grade level are grouped together, i.e., for the third grade the order is art, health education, library-media, music, physical education, science, and social studies. Each page presents content area and/or topics with descriptors for specific skills and knowledge. References for suggested classroom implementation are keyed to existing bulletins where relevant. Bulletin titles are found on the first page of subject areas for each grade. Some subjects offer suggestions for the number of days or weeks to be devoted to a topic within that area.

The publication of this bulletin represents a major step in establishing minimum curriculum essentials. The translation of these standards into effective learning for every student will be realized only with the creative skill and dedication of all of us in the educational community of New York City.

Arnold Webb
Executive Director

Child Development Focus
Grades 6-9

CHILDREN'S NEEDS

Basic needs, the same for all children, are the drives that influence behavior. These needs include:

1. **NEED TO BE VALUED**
   A child's self-image has top priority. A child can't be "somebody" unless the child is "somebody" to someone else. Self-image must be reflected in the eyes and actions of those the child loves and values. All children must be valued for who they are, where they come from, and what they bring with them from their culture, language, desires, and expectations.

2. **NEED TO DO**
   Children learn by using all their senses to explore, discover, and form judgments about the things in their world.

3. **NEED TO SHARE WITH PEOPLE THEY TRUST AND BE TRUSTED TO SHARE**
   Children need adults who care, who can guide the children's discovery into mutually respected action, who inspire and develop competence and confidence.

4. **NEED TO BE GIVEN A CHANCE TO GROW AT HIS OR HER RATE IN HIS OR HER OWN WAY**
   Growth for children has many dimensions – social, emotional, physical, and intellectual. Growth is uneven and highly individual. All children do not reach the same level of growth at the same age, nor does a child grow in the same way in all areas.

PRINCIPLES OF GROWTH AND DEVELOPMENT

Basic principles that enable persons to guide children with a degree of assurance include:

1. **DIFFERENTIATION**
   Development proceeds from simple to complex. In both structure and activity, development is gradual in the direction of complexity and variety. Differentiated structures and functions become organized in new and more inclusive patterns.

2. **DISCONTINUITY OF GROWTH RATE**
   Development is never uniform or all at the same time. Various parts and systems grow at various rates at a different time. Growth shows characteristic spurts or peaks and then slows down to periods of relative latency.

3. **INTERRELATEDNESS OF GROWTH**
   Every aspect of the child's life affects every other aspect. The physical and social environment as well as factors of personality and physical development affects academic achievement.

4. **DIVERSITY OF GROWTH**
   No two children are exactly alike. No two grow quite alike. Wide differences exist among children of the same age, the same family, and from the same community. Each child has his or her unique growth style.

The teaching adult should be familiar with the levels of growth in each area, which may or may not correspond with the chronological age of each child.

CHILD DEVELOPMENT FOCUS GRADES 6 - 9

OVERVIEW: Generally includes ages eleven to fifteen. Early adolescence is a period of rapid growth that transforms the child into an adult. It is the period in which the young person attains adult status, appearance and sexual maturity, in the physical sense. The adolescent develops formal or abstract thinking abilities.

PHYSICAL	SOCIO-EMOTIONAL	INTELLECTUAL
Eleven - twelve Year Old	Eleven - twelve Year Old	Eleven - twelve Year Old
• Wide variations in physical maturity occur. Girls are about two years ahead of boys in beginning the adolescent cycle of growth and tend to reach physiological maturity earlier; girls tend to be larger and stronger than boys of the same age. • Marked physical changes may affect their energy; the child may easily tire. • May show awkwardness in movement due to rapid muscular and skeletal growth • Team spirit is strong; child may enjoy vigorous games.	• Is restless and eager for activity, exuberant, outgoing and boisterous • Skills and boldness are admired. • Quarrels and makes up readily; responds to anger frequently and violently, physically and verbally • Similarity of interests and mental age increasingly influence choice of friends; has developed a strong loyalty to peers. • As puberty approaches, child may desire periods of aloneness and may show beginnings of shyness. • May have fears although may not admit it • Has a growing sense of humor	• Is capable of being absorbed in manipulative, constructive, and experimental activities • Ability to reason is on the increase, with an understanding of abstract ideas. Continued heightening of emotional susceptibility • Can understand human reproduction more fully

CHILD DEVELOPMENT FOCUS GRADES 6 - 9

PHYSICAL	SOCIO-EMOTIONAL	INTELLECTUAL
	Eleven - Twelve Year Old (cont.) • Has admiration for the more skillful. • Is critical of adults, yet tends to act politely, factually, seriously, honestly, and confidingly with adults.	
Thirteen-Year-Old • Is less awkward and angular • Boys approach girls in height. • Girls are still more physically mature than boys. • Has very high energy level • Muscular growth is rapid; restlessness may be a concomitant.	Thirteen-Year-Old • Is sometimes moody, withdrawn, and reflective • Has fewer friends • Sex consciousness may cause self-consciousness and shyness with opposite sex; however, the desire to tease appears as part of the sex attraction. Inner attitudes and tensions may be brought on by changes in body buildup and chemistry. • Often forms strong attachments to adults who show personal interest. Tendency to idol worship	Thirteen-Year-Old Increases in critical thinking capacity. Is inclined to solve own problems; increasingly logical approaches to problems Gains in memorizing ability

PHYSICAL	SOCIO-EMOTIONAL	INTELLECTUAL
Thirteen-Year-Old (Cont.) . Puberty cycle is still in progress; development of secondary sex characteristics continues. . Increases in height and weight may cause poor posture. . The heart may not develop rapidly enough to keep pace with unusual growth of body and limbs; fainting and dizziness may occur.	Thirteen-Year-Old (Cont.) . Conduct is influenced by the opinions of the group to which the boy or girl belongs. Attempts by adults to criticize their child's friend's qualities often intensify loyalties to the friend. Child may tend to reject parents or may feel rejected because of conflicts over behavior and authority relations.	
Fourteen-Year-Old . Girls are about two years ahead of boys at this age; sexual differences become more noticeable. . Posture is improving; general health is reflected in appearance. . Increased muscular development and resistance to fatigue make new skills and activities possible. More demanding sports may be played.	Fourteen-Year-Old . Is resentful of parental control; enjoys doing things independently . Group approval is of primary importance. . Expresses feelings freely; generally happy and friendly but does have short, explosive bursts of temper . Sexual manifestations may cause self-consciousness and, in turn, sexual delinquency may be caused by a feeling of non-belonging in the home.	Fourteen-Year-Old . Approaches crest of intellectual development, but judgment is far from mature . Uneven development occurs in various areas; the adolescent may be adult in grasping mental problems, yet remain a child in body and emotions.

PHYSICAL	SOCIO-EMOTIONAL	INTELLECTUAL
Fourteen-Year-Old (Cont.) Increased control over accessory muscles makes possible many new skills and refinements in previous skills		Fourteen-Year-Old (Cont.) . Concepts of natural laws and physical relationships are almost fully developed. . Ability to use formal logic is generally superior to experimental capacity. . Usually strives for outstanding performance.
Fifteen-Year-Old . May have achieved physiological adulthood . Continued improvement in muscular coordination . Puberty cycle is completed in majority of cases. . May have periods of glandular instability with fluctuations in energy level; ailments may include headache, nose bleed, palpitation, nervousness and acne.	Fifteen-Year-Old . Is intensely emotional while trying to understand social relationships. . Is more cheerful, friendly, outgoing; shows better control of temper and feelings . Parent-adolescent conflict is at its peak. Adolescent has tendency to respond more to the influence of a teacher than of the parent. Conformity to group may be stronger than conformity to parental controls. . Likes to be independent; shows a "know it all" attitude . Interest in and emphasis on physical attractiveness and good grooming may be at their height.	Fifteen-Year-Old . Generally thinks clearly and logically . Deals well with abstract problems . Can make use of capabilities, e.g., becoming discussion leaders, assuming increasing responsibility for school activities . Is more apt to think independently . Is intellectually serious

Career Education

Grades 5-9

Grade 5....................13
Grade 6....................14
Grade 7....................15
Grade 8....................16
Grade 9....................17

Career education is an educational approach which seeks to provide students with the knowledge and skills necessary for becoming self-fulfilled and productive members of society. It incorporates large components of the humanistic and experiential learning movements, and seeks to educate the total person. It is as concerned with the development of basic academic skills as it is with the development of career awareness and occupational skills. It seeks to expand, not narrow, the learner's career horizons by incorporating into the regular curriculum concepts of personal growth and career development. Career education is a process, not a product. It is a process which seeks to make the educational experience more meaningful through bridging the gap between what is taught in the classroom and what the learner perceives as going on in the "real" world.

CAREER EDUCATION

To accomplish this, it offers a variety of strategies sculpted around the concept of working its eight essential elements into the classroom on a daily basis. These elements are:

.self awareness
.decision-making skills
.attitudes and appreciations
.economic awareness
.educational awareness
.career awareness
.beginning competencies
.employability skills

Such elements as career awareness, educational awareness, and economic awareness seek to inform the learner of the broad vista of career possibilities; establish a link between what is being taught in school and what goes on in the world outside the classroom, and give the learner an understanding of the roles of consumer, producer, and provider as these operate in the larger economic society.

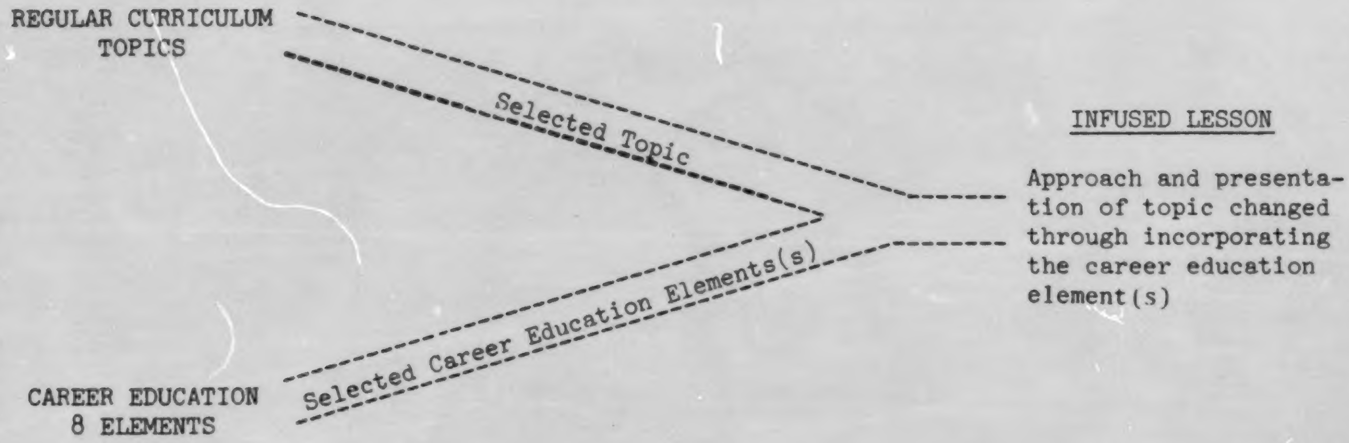
Such elements as self-awareness, decision-making skills, and attitudes and appreciations seek to give learners insight into their own abilities, interests, and thought processes; and help them understand the dynamics of decision-making:

foreseeing consequences, considering alternatives, making a decision, acting on it, and assessing the outcome; provide them with decision-making experiences in real and simulated situations; assist them in exploring personal values, and in relating these values to school experiences and possible career options.

Such elements as beginning competencies and employability skills seek to give learners a strong foundation of basic academic and manipulative skills essential to success in school and work and provide them with the specific skills necessary for further education or training, or for entry-level employment. An emphasis on "hands-on," learning by doing, is a shaping factor of all career education.

The main strategy for implementing career education in the classroom is infusion. Infusion is the incorporation of at least one of the eight career education elements mentioned above into the regular curriculum, giving the resultant lesson, be it math, science, language arts, social studies, or some other subject area, a career education focus (see diagram).

Career education is much more, then, than just teaching about jobs. On the following pages, basic understandings for each grade, K - 9, are presented to provide a framework for career education implementation at the classroom level. These outcomes are adapted from the National Career Education Model Goal Statements.


REGULAR CURRICULUM TOPICS
Selected Topic
CAREER EDUCATION 8 ELEMENTS
Selected Career Education Elements(s)
INFUSED LESSON

Approach and presentation of topic changed through incorporating the career education element(s)

In addition to the infusion of a career education element, occupational information may frequently be incorporated in a lesson. The Basic Occupational Clusters into which careers are grouped are:

Health
Marine Science
Consumer and Homemaking Education
Manufacturing
Marketing and Distribution
Public Service
Agri-Business and Natural Resources
Communications and Media

Transportation
Fine Arts and Humanities
Personal Services
Construction
Environment
Business and Office
Hospitality and Recreation

CAREER EDUCATION GRADE FIVE

ELEMENT	BASIC UNDERSTANDING
SELF AWARENESS	The worker has both rights and responsibilities.
DECISION MAKING	The decision-making process can be applied to school-related problems.
ATTITUDES AND APPRECIATIONS	Working roles have advantages and disadvantages.
CAREER AWARENESS	Different lifestyles are associated with each occupational cluster.
ECONOMIC AWARENESS	There is a law of supply and demand.
EDUCATIONAL AWARENESS	The role of the individual is related to environment and to the roles of selected adults.
BEGINNING COMPETENCY	Mass production calls for division and specialization of labor. Measurement tools can be mastered.
EMPLOYABILITY SKILLS	The school environment is related to the larger society and has similar needs for structure and order.

CAREER EDUCATION GRADE SIX

ELEMENT	BASIC UNDERSTANDING
SELF AWARENESS	An understanding of one's strengths and preferences helps in the selection of appropriate career clusters.
DECISION MAKING	The decision-making process can be applied to home and social-related problems.
ATTITUDES AND APPRECIATIONS	Personal growth and development are tied to one's occupational endeavors.
CAREER AWARENESS	Occupational clusters and the jobs within them require specific abilities and skills.
ECONOMIC AWARENESS	Specialization creates an interdependent society.
EDUCATIONAL AWARENESS	Reading, writing, number skills, and science are used in various occupational areas.
BEGINNING COMPETENCY	Tools and processes are used in research. Simple machines combine to produce complex machinery
EMPLOYABILITY SKILLS	The individual's role in society affects personal satisfaction and group achievement and morale.

CAREER EDUCATION GRADE SEVEN

ELEMENT	BASIC UNDERSTANDING
SELF AWARENESS	Interests and abilities are related to choice of occupational cluster.
DECISION MAKING	Alternative solutions to problems have different long and short-term effects.
ATTITUDES AND APPRECIATIONS	The value of work is not necessarily tied to its monetary rewards or social status.
CAREER AWARENESS	Attitudes and values relate to choice of occupational cluster.
ECONOMIC AWARENESS	Management of finances implies an understanding and control of earning, spending, borrowing, and saving.
EDUCATIONAL AWARENESS	Personal values relate to lifestyle.
BEGINNING COMPETENCY	Tools and processes used in research in the physical and social sciences can be mastered. A variety of tools is used in the different occupational clusters.
EMPLOYABILITY SKILLS	Social and personal relationships have an effect upon employment.

CAREER EDUCATION GRADE EIGHT

ELEMENT	BASIC UNDERSTANDING
SELF AWARENESS	Perception of abilities and interests is related to career choice.
DECISION MAKING	The decision-making process is applicable to choice of careers.
ATTITUDES AND APPRECIATIONS	The impact of work upon one's life necessitates meaningful career choices.
CAREER AWARENESS	Occupational clusters draw upon specific areas of interest and ability.
ECONOMIC AWARENESS	The cost of entering a career relates to future expected income.
EDUCATIONAL AWARENESS	There is a relationship between lifestyle and educational achievement.
BEGINNING COMPETENCY	Basic tools found in the occupational clusters can be mastered.
EMPLOYABILITY SKILLS	Personal and social interaction skills are related to occupational success.

CAREER EDUCATION GRADE NINE

ELEMENT	BASIC UNDERSTANDING
SELF AWARENESS	A better perception of reality comes from an awareness of where one is as compared to where one would like to be.
DECISION MAKING	Career decisions can be analyzed and refined in the light of counseling, work experience, and new information.
ATTITUDES AND APPRECIATIONS	Occupational clusters draw upon specific attitudes and appreciations.
CAREER AWARENESS	An understanding of interests, values, and abilities is essential to a study of occupational choices.
ECONOMIC AWARENESS	Interpreting tables, graphs, and charts is important to the consumer.
EDUCATIONAL AWARENESS	A personal schedule assists in the acquisition of necessary and desired special skills.
BEGINNING COMPETENCY	Skills and processes can be matched with specific career clusters.
EMPLOYABILITY SKILLS	Specific skills are necessary to find and hold a job and to succeed in one's chosen occupational field.

Work Study Skills
Grades 6 - 9

WORK STUDY SKILLS

Work study skills are those which students require in order to study, to work in class individually or in small groups, to do homework assignments and independent research projects, and to find information for purely personal needs and interests. These skills are used in all subject areas and are developed in a continuum. For example, a kindergarten child finds a picture file of farm animals and selects a cow to illustrate a story. An eighth grader uses the Readers' Guide to Periodical Literature to obtain articles on environmental pollution in N.Y.C. Both are locating and selecting information, just as a student following verbal instructions for setting up a terrarium and a student reading directions on a mathematics test are both using the skill of following directions.

In this bulletin work study skills used in all subject areas are presented for grades six through nine. The skills are grouped in five categories: following directions; locating information; selecting, recalling, and evaluating information; organizing information; and using graphic representation and investigative tools.

In addition, there is an emphasis on applying these skills to multimedia sources of information. We live in a world rich in communications media. Students need to be guided in developing responses, both to the information received and the effects of different media on the information presented. To do this students must be given opportunities for comparison and contrast.

The library-media center provides the means for meeting this need. Classroom teachers use the expertise of school librarians in cooperatively planning assignments which incorporate library research and media skills. Teachers and librarians also work jointly in helping children learn these skills. But it is the classroom teacher who must provide the impetus and perseverance necessary for students to acquire these skills in sustained and consistent use.

It is the responsibility of all teachers to (1) provide assignments which, in total, require all the work study skills for that level (2) to analyze which specific skills are needed to complete a particular assignment and (3) to make certain those specific skills are taught as an integral part of that assignment in every subject area. For the skills which require use of library resources, librarians have the responsibility to consult with the teachers on how specific skills may be applied to the topics teachers plan to teach.

WORK STUDY SKILLS GRADES 6-9
ALL SUBJECT AREAS

Students acquire skills through using them consistently in assignments relating to the curriculum in each subject area. For skills which require use of library resources, librarians cooperate with classroom teachers on how specific skills may be applied to topics teachers plan to teach.

	6	7	8	9
FOLLOWING DIRECTIONS				
Taking notes from oral directions requiring several steps	■	■	■	■
Applying pattern for following written directions	■	■	■	■
Reading title				
Reading for overview				
Rereading for specific steps				
Carrying out steps				
Checking for correct completion				
Applying skills in following directions to situations that reflect real needs in outside world, e.g., admissions applications, job applications			■	■
Independently following complex directions which require research skills, e.g., finding books, articles, audio visuals on a topic, and evaluating appropriateness of sources	■	■	■	■
LOCATING INFORMATION				
Interpreting and rephrasing questions; narrowing topics; selecting key words to aid in location of information	■	■	■	■
Using reference sources*	■	■	■	■
Dictionary	■	■	■	■
Encyclopedia	■	■	■	■
Atlas	■	■	■	■
Telephone Directory	■	■	■	■
Almanac	■	■	■	■
Current Biography	■	■	■	■
Readers' Guide to Periodical Literature	■	■	■	■
New York Times Index	■	■	■	■

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* These are examples of commonly used sources; librarians will help plan which specific sources are best for a particular assignment.

WORK STUDY SKILLS CHART GRADE 6-9

	6	7	8	9
Scanning for specific information; skimming for overview	■	■	■	■
Using format in print material	■	■	■	■
Table of Contents				
Copyright date				
Glossary				
Index				
Chapter, topic and subtopic heads				
Bibliography				
SELECTING, RECALLING, EVALUATING INFORMATION				
Appraising sources for relevance and reliability	■	■	■	■
Refining skills in selecting and integrating significant information from multiple sources	■	■	■	■
Using organized study methods such as SQ3R		■	■	■
S - Surveys the chapter title, topic and subtopic headings to pick up the main ideas of the chapter				
Q - turns each topic into a question				
R - rapidly reads the material to answer questions				
R - recites or recalls the answers to questions previously posed or to questions at the end of the chapter				
R - reviews the material by constructing an outline for further study or by writing a summary				
ORGANIZING INFORMATION				
Refining skills in notetaking	■	■	■	■
Excerpting, classifying and/or categorizing more complex information from several sources in a variety of media	■	■	■	■
Analyzing and synthesizing data collected by scientists' tools	■	■	■	■

WORK STUDY SKILLS CHART GRADES 6-9

	6	7	8	9
Extending outline technique using sentence and topic forms; and 2nd level subcategories: I. A. 1. 2. B. 1. 2.		XXXXX	XXXXX	XXXXX
Using footnotes; preparing limited bibliography	XXXXX	XXXXX	XXXXX	XXXXX
USING GRAPHIC REPRESENTATION AND INVESTIGATIVE TOOLS				
Refining interpretation of more complex maps, charts, globes and tables	XXXXX	XXXXX	XXXXX	XXXXX
Manipulating more complex equipment in investigating problems.	XXXXX	XXXXX	XXXXX	XXXXX
Using a variety of measurements to investigate problems and support hypotheses	XXXXX	XXXXX	XXXXX	XXXXX
Constructing models of research designs	XXXXX	XXXXX	XXXXX	XXXXX

Art
Grades 5-9

Grade 5....................27
Grade 6....................30
Grade 7....................35
Grade 8....................40
Grade 9....................47

ART

Growth in art expression is part of the total growth of the child. When the experience which motivates the art is child centered, authentic, and personal, the art product will ring true.

The child gains power in self-expression when the art experiences have continuity, when they provide leeway for self-evaluation, and when they build upon cumulative skills in the making of art products.

All children need rich art experiences which are integral to their total physical, perceptual, mental and social development.

Oct 45

ART GRADE 5

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
PAINTING *pp: 39-41 Time: 9-12 Weeks The Near and Far in Space	Overlapping shapes in a painting express near and far relationships. Contrasts in light,dark,color,and textures make overlapped parts clear. Different colors appear to advance or recede.
Expressive Use of Color	A wide variety of color tones can be made from any one color. The combination of color tones in a painting shows sensitiveness. Observed characteristics are rendered by expressive use of color.
DRAWING *pp: 54-57 Time: 9-12 Weeks Expressing the Near and Far	Near and far relationships are represented by drawing objects in front of or behind one another. Contrasts of light and dark, plain and textured areas make visible parts of overlapped forms clear. Relative importance of things in space is determined by their size,shape,color, and position. Realism is established by integration of observing,thinking and expressing.

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*ART IN THE ELEMENTARY SCHOOLS, GRADE K-6 Curriculum Bulletin No. 8 Series 63

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
MODELING WITH CLAY *pp: 71-73 Time: 4-6 Weeks Form and Construction	The construction of an expressive form is planned. Complex forms often combine two or more types of construction. The design or surface treatment of a clay form can be modified to make a more interesting object.
MAKING POSTERS *pp: 80-81 Time: 2-4 Weeks Pictorial Symbols and Dramatic Effect	Pictorial symbols and appropriate words dramatize an idea in concise form. Changes in emphasis are produced by adjustment of sizes and placement of symbols and of word areas. Dramatic effect is achieved through use of a limited number of colors.
WORKING WITH PAPER *pp: 92-93 Time: 2-4 Weeks Three-Dimensional Construction as Process	A three-dimensional paper or cardboard article requires a working sketch or trial construction. Constructions are made through a combination of measuring, folding, cutting, rolling, fitting, and fastening. Improvements in design or construction are made as work progresses.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
USING CLOTH AND TRIMMINGS YARNS AND FIBERS *pp: 106-109 Time: 4-6 Weeks	
Making the Article	Article to be made requires a working sketch or pattern. A combination of measuring, cutting, fitting, stitching, weaving, or hooking is used to make a cloth, woven, or hooked article. Design and construction modifications are made as work proceeds.
CONSTRUCTING WITH WOOD AND OTHER MATERIALS *pp: 125-126 Time: 4-6 Weeks	
The Design and Control of the Material	Wood or other construction requires pattern or working sketch. Selection of materials from a wide assortment of shapes and linear elements is required. Adjustments to improve design and construction are made as piece is crafted. Appropriate tools are necessary for control of material.
PUPPETS AND PUPPETRY *pp: 137-139 Time: 4-6 Weeks	
Characterization	Importance of individual puppets is a function of size, color, and expressive characterization.
Heads	Puppet heads are devised from ready-made forms such as boxes, balls, or cans. Puppet heads are modeled from papier-mâché.
Dramatic Effect	Lighting and sound effects increase dramatic qualities. Costumes and stage settings are an important part of puppet show. The puppet stage can be improvised.

ART GRADE 6

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
PAINTING **pp: 9-10 Time: 9-12 Weeks Color Qualities	Colors may be mixed directly on the painting surface. Colors are light and bright,rich and dark,or deep and subtle. Colors can run,twirl,melt,and flow. By variations of light,dark,and color a three-dimensional quality is expressed. Color choice can express mood.
DESIGNING IN TWO DIMENSIONS *pp: 25-26 Time: 6-9 Weeks Design and Craftsmanship	The crafts of other cultures afford examples of good design and craftsmanship. The function of an object often dictates its design. Basic concepts of design apply to simple techniques of weaving,knotting, and stitchery.
Weaving and Knotting	Knitted garments can be unraveled. A blunt needle and yarn are used to reweave the open spaces in burlap. The knotting of threads creates varied textures. Two sticks can serve as supporting frame for weaving yarn.
The Loom	Simple cardboard can serve as a frame for a loom.

** ART FOR THE MIDDLE SCHOOL, Grades 5,6,7,8 Curriculum Bulletin No. 3

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
DESIGNING IN THREE DIMENSIONS **pp: 33-34 Time: 6-9 Weeks Constructing with Paper	Pleating,crushing,folding,curling,rolling,and scoring change a piece of paper from a two-dimensional shape to a three-dimensional form. Forms in three dimensions are created by joining and fastening materials together. Three-dimensional forms penetrate and enclose space. Paper forms are joined by slitting,weaving,and overlapping as well as by using glue or fasteners. Patterns of dark and light are created by slitting or piercing surface of form.
DRAWING *pp: 3-4 Time: 9-12 Weeks The Qualities of Line	Every part of a drawing is part of a design. Drawn lines have direction. Lines vary in size and direction. Lines may express value,texture, and pattern. The scale in drawings can be varied by using large sheets of paper,vertical or horizontal strips, or unusual proportions. Details add interest to a drawing.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
PRINTMAKING **pp: 45-46 Time: 4-6 Weeks Rubbing for Repetition	Printmaking is a process which duplicates images. The application of pressure with the side of a crayon to paper placed over a textured surface produces an image. By adjusting the object beneath the paper and repeating the process, a single object may be represented many times in a design. Cutouts from original designs or from magazines can provide shapes for rubbings. The application of a thin coat of paint to the cutout transfers the image to the rubbing paper.
LETTERING **pp: 57-58 Time: 2-4 Weeks Principles of Design	Simple tools are used in lettering. Letters and symbols are combined in designs. Individual letters are always legible. Cutout letters are used as stencils. Newspapers and magazines contain examples of different typefaces. Contrasting colors make signs attractive and visible.
Stroke and Spacing	Columns in newspapers, turned horizontally, provide guidelines for lettering. An alphabet is designed with a few basic strokes. Strokes are uniform. Letters are spaced visually with the goal of simplicity and legibility.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
THE PUPPET PERFORMANCE **pp: 65-66 Time: 4-6 Weeks Simple Puppets and the Puppeteer	Dialogue evolves from the character of an expressive puppet. Original plays are written or stories adapted for the puppet stage. The puppet's character, as well as the puppet's figure, is created by the puppeteer. Simple lighting effects are part of the puppet performance. Puppets created at different times and places show great variety. Puppeteers are hidden from the audience by the puppet stage. Finger puppets are miniature puppets whose costumes slip on and off fingers. Fist puppets require lipstick or other washable medium to add detail to the face.
PHOTOGRAPHY **pp: 75 Time: 4-6 Weeks The Photograph and Visual Perception	Picture taking is a process in which ideas and images are examined,selected, and rejected. The viewfinder of camera expands the student's visual awareness. Photography applies the principles of composition such as balance,emphasis, rhythm,tension,and movement. Photographs stimulate visual perception. Photographs are cropped to reveal the most interesting sections. Photographs can be cut up and arranged to create feelings of imbalance or motion,humorous or bizarre effects. Photographs can be enlarged.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
FILMMAKING *pp: 85-86 Time: 4-6 Weeks The Art of Film	Filmmaking expresses a personal viewpoint in a contemporary medium. Film is an art form. Filmmaking imposes technical limitations. Filmmaking integrates the visual arts and other subject areas.
The Moving Image	Flipping pages of drawings whose figures have slightly changed positions can animate drawings. Moving images on film create an illusion of motion on the viewing screen. Magic markers can create lines,spots,and shapes on film that proceed from frame to frame while moving from one position to another when projected. The design on film is considered as a linear painting using variety,repetition,rhythm and space.
COSTUME DESIGN *pp: 95-96 Time: 3-5 Weeks Costuming and the Individual	Choice of clothing expresses individuality. Selecting and designing clothing presents opportunities to apply art concepts to a real situation. Costume designing projects the self image.
The Effect of Color	Fabrics exist in a wide variety of colors. Color in clothing has an effect on the appearance,mood,and personality of the individual. Some colors seem to exaggerate size while others seem to minimize size. Different people look better in different colors.

ART GRADE 7

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
DRAWING **pp. 4-5 Time: 6-9 Weeks The Contour Line	A sketch shows an economy of line. Lines define and enclose space. Objects can be drawn with an unbroken line that flows around the outside edges and inner forms of the object. A line can record a rhythm. Lines can depict the form of any growing thing. Accurate proportion is not essential.
PAINTING **pp: 10-11 Time: 6-9 Weeks Changing Colors	Pastel tones are created by adding colors to white. A darker hue is obtained by adding a touch of black to any color. Repetition of colors gives unity to a composition. Contrasting colors make ideas clear. Free form shapes,simple closed curves, and patterned areas are produced by different combinations of colors.
DESIGNING IN TWO DIMENSIONS **pp: 23-24 Time: 4-6 Weeks The Abstract Collage	Composition,color,texture, and pattern are elements in two-dimensional design. Magazines are a source for colored papers and cutouts. Paper shapes can vary in size,overlap,contrast,and be repeated. Background shapes and colors are part of the design. All parts contribute to the effectiveness of the design. Collages may be used to decorate other surfaces, such as boxes. A collage may be finished with shellac or varnish.

** ART FOR THE MIDDLE SCHOOL, Curriculum Bulletin No. 3

ART GRADE 7

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
DESIGNING IN THREE DIMENSIONS **pp: 34-35 Time: 6-9 Weeks	
Abstract Forms in Space	Wood and/or plastic pieces vary in shape and size. Arrangements are tried before gluing parts in place. Forms or structures thrust upward into space. Light and shadow create pattern within the structure. Paint adds color,pattern, and texture to the design.
Constructing with Wood and Plastics	All-purpose white glue is essential. Materials consist of spools, pop sticks,pieces from discarded toys and games,scrap wood, wire, and plastic pieces in assorted sizes and shapes.
PRINTMAKING **pp: 46-48 Time: 4-6 Weeks	
The Monoprint	Glass,hardboard,wood,or plastic can serve as a printing plate. Water-soluble ink is used on the printing plate. A rubber roller is a necessary tool. Cut or torn pieces of paper and/or fabric create design and texture for the paper rubbing.
Patterning with Objects	The repetition of shape creates a pattern. Found objects provide interesting shapes and textures. Stamping an inked object on paper produces regular rows or irregular rhythmic patterns.
Relief Printing	Shapes cut from cardboard or other heavy paper can be glued to background board. Felt,yarn,string,or other flat objects can be used in design of print. In order to print, cardboard and fabric plate must be inked.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
POSTERMAKING **pp: 58-59 Time: 4-6 Weeks Combining the Symbol and the Message into the Design	Words and symbols combine to communicate ideas. Posters announce events,advertise a personality,or publicize ideas. Shapes or strips cut from construction paper or overlays of transparent papers add emphasis and color. Mixed media are often used in poster designs. Poster design is striking in its simplicity. The illustration and the hand-lettered message are closely related. The message or slogan in a poster is brief. A trade mark is a design. Printmaking techniques can be used to duplicate a poster.
THE PUPPET PERFORMANCE **pp: 66-67 Time 6-8 Weeks Performance and Integration of the Arts	Puppet characters express human emotions and feelings. Puppets,stage,and scenery present problems in design. Art and music, as well as the dramatic and language arts, are integrated in the puppet performance.
Sock,Stick,and Shadow Puppets	The movement of the sock puppet suggests various human or animal forms. Exaggerated details make the sock puppet more attractive. Puppets can take the form of a simple figure on a stick or an elaborate construction with several movable parts. More than one stick is used to manipulate movable parts. A strong outline or contour makes shadow puppets more dramatic. Shadow puppets frequently have moving parts. The light source (slide projector) is placed in back of the puppets so that they cast shadows on the screen.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
PHOTOGRAPHY **pp: 76-77 Time: 4-6 Weeks Montage	Photographs are cut up and combined to illustrate a theme for a montage. Photographic printing paper can be "painted" upon with brush and photographic developer.
Photogram	Objects arranged on photographic paper produce photogram images. Opaque objects placed on coated blueprint paper and exposed to sunlight produce images.
Light Show	Color slides of random subject can be arranged in a unique sequence. Projected images from two or more slide projectors can be combined. Theatrical gelatins or colored cellophanes,placed in the path of light,color the image on the screen. The addition of recorded music,or live sound,creates a multimedia effect.
FILMMAKING **pp: 86-87 Time: 4-6 Weeks Equipment	Super 8 camera. use 8mm film. Students share equipment the group will use to make a film. Films are about subjects such as places,events,feelings, and ideas. The overall theme provides unity when the segments are joined in the completed film.
Sequence and Editing	Not all scenes are used in a completed film. Scenes are cut and arranged to make an interesting visual statement. Films require editing. Sound can change the impact and meaning of a film.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
COSTUME DESIGN **pp: 96-97 Time: 4-6 Weeks	
Design Sources	Variety and beauty of design are found in the dress of different cultures. Works of art can serve as a source for design ideas.
Pattern Effects	Fabrics exist in a wide variety of patterns, such as prints, plaids,checks, and stripes. Patterned and plain materials are combined in a complete outfit. Some patterns seem to exaggerate size while others seem to minimize size. Pattern design affects the total look of a costume. Line direction is an important aspect of pattern design. Fabric design can be based on a motif.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
DRAWING **pp: 6-8 Time: 6-9 Weeks	
The Contour Line	A portrait or object can be described by a continuous uninterrupted line. A line may follow outside and inside edges.
Size, Shape, and Proportion	Proportions can be exaggerated to achieve special effects. A variety of geometric shapes can be used as elements in design. People, objects, rooms, and landscapes possess geometrical shapes. Overlapping shapes add interest to a composition. Varying the sizes of shapes and repeating them enhances the design. Size and position of an object indicate its importance.
PAINTING **pp: 10-12 Time: 6-9 Weeks	
Color and Movement	Patterns of color can express movement and rhythm in painting. Broad strokes of color which create lines and shapes may suggest a particular movement. A painting need not portray a recognizable object. A painting can illustrate an idea or abstraction, such as happiness, excitement, or speeding. Patterns of dark and light are important elements in the design of a painting.

** ART FOR THE MIDDLE SCHOOL, Curriculum Bulletin No. 3

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
DESIGNING IN TWO DIMENSIONS **pp: 28-29 Time: 4-6 weeks	
Tie Dyeing	Tie dyeing and batik employ concepts of color and design. Knotting or folding the cloth and tying the folds in place are required to assure dry areas when the cloth is immersed. Random color effects, or design patterns, are created by the dye bath.
Batik	Melted wax will impregnate cloth. Crinkling the cloth creates cracks in the waxed surface. The dye bath penetrates the cracks to color the cloth. The trace of wax that remains is the characteristic of batik fabric. Accidental effects add interest to designs.
DESIGNING IN THREE DIMENSIONS **pp: 38-40 Time: 4-6 weeks	
Modeling with Clay	Clay is a plastic material; its shape and texture can be manipulated. Clay coils are arranged according to design of construction. Abstract forms suggest flight, conflict, rhythm, etc. Other parts may be added to the main lump of clay by scoring and the use of slip. Compact, sturdy shapes survive firing and glazing. Tools create texture and refine shapes.
Other Ways to Model	Fabrics dipped in starch or plaster of paris over a support of wire harden to form a sculpture. Papier mâché is used to model small pieces that harden when dry.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
PRINTMAKING **pp: 48-52 Time: 4-6 Weeks Making and Printing a Stencil	Cutting a shape from lightweight cardboard produces 2 stencils; the cutout,or positive shape, and the background,or negative shape. Stippling,spattering, or rolling will all produce an image from a stencil. A stencil can be used many times to repeat an image. Different stencils can be used together to create overlapping designs.
Relief Printing	Linoleum cutting requires straight chisels,V-,and U-shaped gouges. Cut-away areas do not print. Ink is applied from the inking slab onto the linoleum block with a roller. Varying the pressure on the paper, the amount of ink on the block,or the texture of the paper changes the effect of the print.
Screen Printing	Ink is forced through a tightly stretched mesh with a squeegee. A stencil adhered to the underside of the mesh blocks the ink. Color is transferred through the open or unblocked areas of the screen or mesh to the paper placed below . The blocked area remains the color of the original paper. The frame for the screen is made from wooden canvas stretchers, a discarded picture frame,or is constructed from heavy cardboard. Printing paper is always larger than the stencil so that wet prints can be handled and so that margins can be trimmed.

ART GRADE 8

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
LETTERING, POSTERMAKING, AND ADVERTISING **pp: 60-62 Time: 4-6 Weeks	
Lettering and Meaning	Different designs emphasize the decorative, psychological, and communicative potentialities of the lettered word. The style of lettering can suggest the meaning of a word. The expressive quality of color adds to the impact of meaning. Unusual lettering attracts attention.
Symbols and Communication	Letters or words can create an overall pattern. Music employs many different symbols to communicate meaning. Television commercials serve as models for advertising ideas. A symbol can be associated with an advertising slogan. An advertisement or commercial should have wide appeal. Signs for shops are advertisements. A free-standing display in three dimensions can advertise a product or announce an event.
THE PUPPET PERFORMANCE **pp: 65-70 Time: 4-6 Weeks	
The Puppet and the Spoken Word	The puppet's action is coordinated with the puppet's dialogue. Puppets react to the dialogue of other puppets. Dialogue may be improvised on stage. Puppets are used in conversation, discussion, reporting, story telling as well as in the performance of a play or skit.
The Puppet Actor	Puppets on stage are actors. Puppets express a variety of feelings, ideas, and moods. Nature of speech combined with dramatic action expresses the puppet's character. Puppets are used to enliven other areas of the curriculum.
The Puppet Play	Groups of students work on each aspect of the puppet performance. Original scripts, plays, or stories are adapted for the puppet characters. Sound effects and music are part of the performance.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
PHOTOGRAPHY **pp: 78-80 Time: 6-8 Weeks	
Creating Original Images	Magic markers create new images on color slides. A slide projector casts the shadow of a cut-out design or three-dimensional figure on a screen. Scratching designs on the coated sides of negatives creates new images. A collage made from tissue paper, thread, cellophane, and other bits of paper-thin material can be placed in a slide mount and projected.
The Photograph	Photographs communicate ideas and feelings. Photographs reveal the individual's unique and personal way of seeing. Photographs record and comment upon nature, family, friends, school, community, and things.
The Camera Lens	The camera lens focuses on distant and close objects. Selective focus is controlled by changing the aperture (opening) of the lens. Focusing the camera at something close has an effect upon the background. Focusing the camera at something distant has an effect upon the foreground.
The Camera Viewfinder	The viewfinder frames the subject to be photographed. The distance of the viewfinder from the eye changes the field of view.
The Camera Film	Black and white prints communicate a different mood from color prints or color slides.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
FILMMAKING **pp: 88-90 Time: 4-6 Weeks	
The Field of View	Filming is performed from different points of view. Paintings or drawings can be filmed to create a sequential story. The camera can be moved in a continuous,slow,smooth sweep. Using a zoom lens, the camera remains stationary while the field of view changes. Sound can be recorded as it occurs in a natural situation, such as traffic noises or cheers at a ball game.
Animation	Many forms and more varied kinds of motion are possible in animation. The moving image on the screen is an illusion. A succession of photographs of an object in slightly different positions is the basis of an animated film. Still material is animated by shooting two or three frames in one position before the subject is placed in a new position and photographed again. The camera is in a fixed position while the objects are moved between takes. Slow-motion effects are achieved by exposing more than three frames before placing the object in a new position. Filming indoors requires photographic lights set on stands. Cartoon figures,magazine cutouts,drawings,puppets, and sculpture can be animated. Live and animated motion can be combined on one film.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
COSTUME DESIGN **pp: 96-98 Time: 2-4 Weeks	
Combinations and the Total Look	Fabrics,colors,patterns, and textures are combined to express individuality. The effect of colors, textures,and patterns can be demonstrated by draping fabrics on the figure. Combining different fabrics and textures affects the total look of a costume.
The Elements of Design	Costumes are designed. Various shapes,colors,patterns, and textures are elements in costume design. Different types of patterns,textures,and colors are appropriate for different occasions and seasons. Size,shape,function,and construction are considered in the design of accessories.

ART GRADE 9

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
DRAWING	
Time: 8-12 weeks Drawing Based on Personal Experience	Design elements of line, value, space, shape, form and texture are used in drawings.
Drawing Based on Memory and Imagination	Design principles of contrast, balance, repetition, movement and pattern are used in drawings.
Landscape and Cityscape	Previous drawing experiences (Grades 7 and 8) are repeated and built upon. These serve as exercises to be adapted to more conscious and finished work.
Drawing from Nature	Natural forms are closely observed and sketched while students are on field trips. Flexibility is developed by drawing same object very small and very large.
Variety of Media	Hard and soft pencils, flexible pen points, dry brush, Chinese brush and ink, felt-tip pens, charcoal, chalk, litho crayons, and craypas are used to draw on papers of various textures, colors, sizes, shapes, and weights.
Illustration: Planning Sketches and Final Rendering	Suitable media and techniques are chosen to illustrate a story, poem, or facet of school life for school publications such as the literary magazine, yearbook, and newspaper.
Technical Drawing: Biological, Architectural, and Medical	Examples of technical subjects found in newspapers, magazines, and other graphic publications are collected. Examples of technical illustration are studied.
	Students draw cell structures, anatomical parts, flying buttresses, piers, corbels, and other technical objects.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
DRAWING (Continued)	
Basic Concepts	Design elements and principles are central to all drawing experiences.
	Drawing is a way of recognizing the concepts that are basic to art.
PAINTING Time: 6-9 Weeks	
General Principles	Paintings portray a variety of thoughts, moods, and images evoked by real and imaginary experiences.
	Painting is a means of personal expression and communication.
	Painting utilizes various qualities of color and design.
	Painting experience leads to an understanding of artists' works.
	Landscape, portrait, still life, scenes of daily life, abstractions and imaginary scenes are subjects for painting.
Basic Principles	Design elements are related to all subjects for painting.
	Complex shapes are simplified.
	Important details are emphasized.
	Colors are combined on a trial sheet, then selected.
The Portrait	Character and personality may be more important than details of features.
	Particular features may be emphasized for greater expressiveness.
	Color and texture contribute to expressing character and individuality.
The Landscape	The environment is a resource for creative expression.
	Color and design re-create the visual and emotional impact of a scene.
	Pattern and perspective are important elements in depicting the atmosphere of a scene.
	Points of view may vary from ground level, the top of a building, close-up, or far away.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
PAINTING (Continued)	
Landscape (cont.)	Principal elements to be included in the painting are blocked in with areas of color.
The Imaginative Scene	Day-dreaming and flights of fancy serve as stimuli for personal expression. Color and design are particularly important to this kind of painting. Color and perspective suggest space and distance.
The Mood Painting	A close relationship exists between color and feeling in emotional expression. It is important to identify the prevailing feeling or emotion. Different color combinations produce lively or subdued effects. Individual colors have psychological associations.
SCULPTURE	
Time: 4-6 Weeks Self-Portrait in Clay	Experiences and learnings gained in Grades 7 and 8 provide skills for further development as students model self-portraits.
Papier-mâché, Stage Sets and Props	Heavy cardboard, papier-mâché, and plaster gauze are used to construct stage sets and props for theatrical performances or interpretative work.
Environmental Design	Materials such as plaster gauze, papier-mâché, and acrylic paints are used to construct forms suitable for a vest-pocket park, a schoolyard , a playground, or street furniture.
Appreciation	Sculpture is related to architecture in many new buildings in New York City.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
FABRICS AND FIBERS Time: 3-5 Weeks Realistic or Abstract Designs: Subject Matter for Soft Sculpture	Three-dimensional soft sculptures are created using fabrics and fibers. Patterns are made to act as guides in cutting designs out of fabrics. Designs are appliqued to a background fabric and stuffed to create low reliefs. Creative stitchery is used to accentuate details. Work can be made into pillows, toys, and wall hangings. Concept of soft-sculpture can be expanded to create sculpture in the round. Similar work by contemporary artists can be found at local galleries.
LETTERING Time: 2-3 Weeks	Lettering is appropriate to its purpose. Simple, clear, well-designed lettering is planned for school, social, and business usage. Labels, signs, and texts are subjects for lettering. Hieroglyphics, cuneiform, Roman, and manuscript alphabets have contributed to present day letter forms. Typography is an important part of the art of the book. Variations of proportions and their space arrangements are important elements in the design qualities and legibility of letters.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
ADVERTISING ARTS	
Time:6-9 Weeks	
Forms,Media and Processes	Posters,signs,direct mail,publication, newspapers, television, and displays are forms of advertising. Advertising arts employ many different media as well as mixed media. The fine arts influence contemporary advertising design. Silk-screen,lithography, and letter press are processes used in advertising.
The Cover Design	Color and design contribute to the attractiveness of a book or folder. Lettering is an integral part of a cover design. The content of a book or folder is related to the color and design of its cover.
The Poster	Color and design possess persuasive and dramatic power. The psychological aspects of color and design are utilized for more effective communication. Simplicity of design is an important factor in the effectiveness of conveying a message. Simple and functional lettering is used in poster design. Subject matter is handled in terms of shapes,colors, and symbolic designs,rather than detailed representation.
The Exhibition	The organization of a display contributes to its effectiveness. An exhibition of art is selective in content. An informative text adds to the effectiveness of an exhibition. Exhibitions may be organized in a time sequence, or organized about a theme. Captions are an effective device for communicating meaning.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
THEATER DESIGN	
Time: 4-6 Weeks General Principles	Color and design play important parts in relation to school theatrical productions, club entertainments and assemblies. The psychological use of color in stage settings, costumes, and lighting lends itself to a wide range of creativity.
Colored Light	Colored light has an effect on pigments and fabrics. Color and lights have an effect on how spatial relationships are perceived. Color and light may create or reinforce a mood. Light projected through colored gelatins can be mixed to produce a variety of colors.
Theatrical Costumes	Color, texture, and design are important elements in costuming. Color can be used to characterize an actor and give him proper emphasis. Silhouette is an important factor in the design of an effective costume.
APPAREL AND COSTUME DESIGN	
Time: 4-6 Weeks School and Party Clothing	Paper, fabrics, crayons, paints, scissors, and adhesives are used to design clothes. The relationship of clothing to the function of the garment, to the personality of the designer and to the figure of the wearer is discussed. A costume is created for a specific function. Various shapes, colors, and textures of fabric or paper are experimented with to design a costume. Students distinguish between striking color contrasts and subtle color relationships. Effective use is made of details such as collar or tie shape, position of belt, and the use of accessories.
Museum Trips: Metropolitan Museum of Art Costume Institute	Examples of the work of contemporary American and international clothes designers are studied, as well as the clothes worn in primitive cultures.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
INTERIOR DESIGN	
Time:4-6 Weeks Physical and Esthetic Essentials	A home meets the needs of all its members. Color and design relationships achieve effects of space and unity.
Color Scheme	Color serves as a means of personal expression. Color is related to the size and to the function of a room. Design and color elements create a pleasing atmosphere. Trial combinations of colors, textures, and patterns are made for study. Color schemes can be warm and cozy, or light and cool.
Window Treatment	The treatment of windows affects the appearance of a room. The proportion of wall areas to window areas determines the design problem. The height and width of a wall can be emphasized or minimized by the window treatment. Draperies of different shapes have different effects on the wall area. Patterned and plain surfaces create a variety of effects.
Model Room Construction	Paper and cardboard can be cut and folded to represent architectural features, such as windows,doors,and walls. Paper and cardboard can be cut and folded to represent important furniture shapes. Trial arrangements are made to establish interior design. Color accents are added to the design at the final stage.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
PHOTOGRAPHY	
Time: 9-12 weeks	Exhibitions of the work of contemporary photographers are viewed.
Collages	Collages are created from black and white and/or color negatives and prints.
Albums	Examples of notable photography found in magazines and newspapers are collected.
	Albums are designed and constructed for photographs of particular subjects or themes.
Picture Stories	Pictures are taken of family members, friends, and relatives in order to make a personal record revealing the photographer's feelings.
	The camera is used to explore the immediate environment.
	Prints are arranged in sequence for a photo essay so that they tell the story of a city block, or city shopping center.
Exhibitions	Titles, captions, and comments are added to prints to make interesting exhibitions.
	A sequence of images is shown in the overhead projector to tell a story. Images may mix original drawings with original photographs.
Research	Research is done in a particular field of photography, for example: fashion photography, underwater photography, medical photography, and aerial photography.
	The influence of abstract art on photography is explored in the work of Lazlo Moholy-Nagy and others.

Communication Arts
Grades K - 9

LISTENING, SPEAKING, READING, WRITING

Kindergarten...............58
Grade 1....................60
Grade 2....................64
Grade 3....................68
Grade 4....................72
Grade 5....................76
Grade 6....................80
Grade 7....................84
Grade 8....................87
Grade 9....................90

COMMUNICATION ARTS

Spoken and written language is the heart of the communication arts curriculum. The purpose of all language is to communicate. The speaker must speak so as to be understood; the listener must learn the skills of effective listening; the writer must develop the skills for communicating complex ideas; the reader needs all the complex skills necessary to absorb the written ideas of others.

In terms of education, increasing effectiveness in the four language processes -- listening, speaking, reading, and writing -- is based on two important premises:

> When children arrive in school they already have achieved a degree of proficiency in at least one spoken language.
>
> This ability is the beginning and the central tool for all learning which will ensue in the student's years of schooling.

As students mature physically and psychologically, their language skills spiral upward and outward together. The more words and ideas they can utter and understand, the more words and ideas they will be able to read and write.

In the early grades, children learn to appreciate and tell stories, decipher the code of writing, make phonic-graphic correspondence, and relate stories and ideas to their own thoughts and feelings. At the same time they grow in organizing ideas, using the structure of language, increasing vocabulary and learning the basic skills of spelling and penmanship.

By the middle grades, students are ready to apply their reading skills to content areas -- science, mathematics, social studies. They grow in sophistication, listening more perceptively, expressing themselves more articulately, and writing more fully and in greater depth.

In grades 7-9 students are gradually broadening their experience in a variety of literary genres,including selections from the past and present and familiar and foreign cultures presented in a range of styles and viewpoints. At the same time they are gaining skill in specific strategies for obtaining information in the content areas. They are also acquiring critical viewing and listening skills for appreciation and evaluation of film, radio, and television. In their oral and written communication students are ready to develop style and greater clarity of expression.

COMMUNICATION ARTS

Thus, the goal of the communication arts is the development of language power so that students may engage effectively in communication with others orally and in writing, react perceptively to the spoken and written word, gain information from written and recorded materials, and understand the effects of communication on thinking and behavior. Ultimately, the goal is to grow in human understanding, in sensitivity, in responsiveness, and in creativity. At all times the student must be made aware that all the processes and skills taught in the communication arts curriculum are a means to this desirable end.

The Minimum Teaching Essentials in Communication Arts is divided into three strands:

> *Listening and Speaking* stresses perceptive listening and effective oral communication.
>
> *Reading and Literature* emphasizes reading as a means of gaining pleasure and information while developing necessary processes and skills.
>
> *Writing* is presented as expressional and functional with the conventions of writing taught only as aids for the primary purpose of writing -- communication with a reader.

The division of the curriculum into these strands is merely for ease of organization. In the classroom, listening, speaking, reading literature or content area materials, and writing are integrated in the learning experience.

This approach is holistic and ongoing. While the skills and knowledge presented at a grade level constitute the minimum which should be taught before children leave that grade, it does not mean that the same skills and knowledge may not be taught earlier or later. Language develops along a continuum and teachers are responsible for learning opportunities which engage the individual child, whatever his or her point on the continuum. Throughout the years of a child's education, learning in all strands of communication arts grows in depth and complexity as the child grows in confidence and maturity.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
LISTENING AND SPEAKING	Listening is preparatory to developing a discriminating ear for the sounds and patterns of language. *pp. 40-2
	Listening to stories develops an acquaintance with literature of the past and present. *pp. 53-54
	Listening to stories develops knowledge of the structure of stories. *p. 54
	Listening develops skill in identifying main ideas and sequence of events, and in understanding simple cause-and-effect relations. *pp.48-50
	Language is a code for expressing ideas. *p. 71
	Word order conveys meaning. *p. 72
	Ideas can be expressed through speaking. *p. 64
	The art of clear, pleasant, audible speech is developed gradually. *p. 66
	Personal narratives follow a chronological order or a simple cause-effect relationship. *pp. 66-68
	Informal modes of communication (e.g., conversation, discussion, creative dramatics) can lead to a sharing of ideas and thoughts. *p. 66
	Questions generally require appropriate responses using full or part sentences. *p. 18
	Social amenities (such as "please" and "thank you") are important.
READING AND LITERATURE	
PLEASURE AND INFORMATION	Literature gives pleasure. *p. 30
	Literature improves self-understanding. *p. 52
	Literature aids in understanding the behavior and values of others. *p. 52
	Illustrations aid in understanding the literature. *p. 337

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*Handbook for Language Arts: Pre-K, Kindergarten, Grades One and Two (Curriculum Bulletin, 1965-66 Series, No. 8)

** Sequential Levels of Reading Skills: Pre-Kindergarten--Grade 12 (Curriculum Bulletin, 1967-68 Series, No. 4)

Page references provide amplification or identify the source of the particular item and show related materials.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Stories	A story has a set structure with a beginning, a middle and an end. *p. 52 Real-life characters are different from "make-believe" characters. *p. 52 Stories are varied in type and include the following: folktales, Bible stories, animal stories, nature stories, and stories about people, places and things. *pp.378-79 Stories have different types of settings, varying in both location and time. *p. 52
WRITING	
CREATIVE AND FUNCTIONAL	Pupil-dictated stories or group stories express feelings and describe experiences. *p.70 Drawings and paintings express reactions to literature. *p. 70 Drawings and experiences are a base for learning oral and written phrases and sentences. *p. 70
WRITING CONVENTIONS	
Handwriting	Practice in handling tools and materials develops dexterity and control. *p. 70 Writing proceeds from left to right. *p. 70 Drawings and possessions are identified by writing one's name in manuscript form. *p. 70

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
LISTENING AND SPEAKING	Meaning is obtained through listening. *p. 77
	Having a reason for listening aids [illegible] comprehension.*p. 78
	Listening to simple directions develops a sense of order. *p. 90
	Listening to stories develops skill in identifying main ideas and details and sequential order, and in recognizing implied ideas. *p. 86.
	Teachers' names and classmates' names are appropriate forms of address. *p. 126
	Conversation is the spontaneous informal sharing of thoughts with the teacher and other pupils. *p. 126
	Telling favorite or original stories or incidents provides opportunities for sharing ideas orally. *p. 128
	Formal modes of communication (announcements, prepared statements, individual and committee reports) can lead to the sharing of thoughts and ideas.*p. 127
	Ideas may be expressed in different sentence patterns. *p. 153
	Intonation pattern is a clue to meaning; variations in voice show feeling and emotion. *p. 80
	Asking questions is a way of communicating a need. *p. 126
	Creative dramatics and puppetry stretch the imagination and help to interpret experiences. *p. 129
	Oral reading by teacher and pupils demonstrates how phrasing, stress, pauses, and intonation affect meaning. *pp. 117-118
	Choral speaking contributes to effective interpretation of poetry and the enjoyment of language. *p. 212
	Voice production and enunciation require awareness and practice. *p. 80
READING AND LITERATURE	
PLEASURE AND INFORMATION	Literature is language at its best. *p. 91
	Literature evokes many different emotional responses -- humor, grief, excitement, wonder, anger. *p. 92
	Libraries are the depositories of many different kinds of information and literature to be found in books and other media. *p. 94

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*Handbook for Language Arts: Pre-K, Kingergarten, Grades One and Two (Curriculum Bulletin, 1965-66 Series, No.8)
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Page references provide amplification or identify the source of the particular item and show related materials.

COMMUNICATION ARTS GRADE 1

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Stories	A plot unfolds through a series of episodes leading to a logical conclusion. *p. 380 Characters behave in ways which are believable. *p. 381
Biography	Stories are written about the lives of real people. *p. 380
Poetry	The enjoyment of poetry is extended through reading aloud and listening to others recite. *p. 372
Exposition	Factual materials give useful knowledge about the world.
PROCESSES	
Following skills generally applicable to content areas, as well as to literature	
Comprehension	
Literal	Details in a series of connected sentences may tell about the characters, setting, time, place or plot. **p. 24 Details relevant to the main idea of a selection can be found in illustrations, titles, and captions. **p. 6 The main idea of a selection may be expressed in one or more statements. **p. 6 Sequence is the chronological order of events in narratives**p.28
Inferential	An idea which is not directly stated must often be inferred**p.6
Critical	Some stories or poems may be more enjoyable than others to individual pupils. Stories may be real or make believe. **p. 6
Alphabet Knowledge	Each letter of the alphabet, both upper and lower case, has a name. **p. 8
Auditory Discrimination	Words have distinguishable sounds. **p. 5
Visual Discrimination	Words have distinguishable gross and fine differences. **p. 4

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Phonic Analysis	(For more detailed information on the various phonemes see the tables appended to this bulletin.) For each single consonant there is a sound-symbol relationship. Single vowel letters have short (unglided) and long (glided) sounds (phonemes). Some consonant letters may be combined with other consonant letters to form a consonant blend. Some words have similar combinations of letters and similar sounds (word families). New words can be formed by substituting new phonic elements for known elements.
Word Meaning	
Vocabulary Development	A limited number of words may be recognized by their shape (configuration) as sight words. **p. 8 Words which do not convey meaning (function words) can be recognized on sight, e.g., the, but, for. **p. 8 Words may have synonyms or antonyms. **p. 8
Contextual Clues	Word meaning may be obtained from the sense of the sentence and/or the surrounding sentences. **p. 22
Structural Analysis	A root word (free morpheme) is the base to which other words or word parts may be added. **p. 18 Words may have plural endings. **p. 16 Words may have inflected endings (s, ed, ing). **p.16 Compound words are formed by combining two root words each of which contributes to the meaning of the new word. **p. 16
WRITING	
EXPRESSIONAL AND FUNCTIONAL	Writing may record or express thoughts and needs. *p.131 Anecdotes and incidents based on individual and class experiences are the bases for written expression. *p.133

COMMUNICATION ARTS GRADE 1

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
EXPRESSIONAL AND FUNCTIONAL	Ideas may be expressed in different sentence patterns. *p. 153 Practice in composing can be the result of cooperative and/or individual dictation. *p. 133
WRITING CONVENTIONS Taught as needed in actual writing, NOT as isolated skills	
Sentence Sense	Word order may establish meaning. *p. 153
Punctuation	Every sentence begins with a capital letter and has a final punctuation mark. *p. 136
Spelling	Spelling Words List C comprises words most frequently used in student writing for that grade; new words are added from reading, content areas, and experiences. *p. 176 The list is further supplemented by each student's individual bank of spelling words based on reading and writing needs.
Usage Developing communication is stressed, rather than correct usage.	Variations in usage patterns are acknowledged. *p. 155
Handwriting	Manuscript writing looks very much like print. *p. 160-175 Manuscript letters, composed of upper and lower case, require only two basic strokes; a circle or parts of a circle and straight lines. *p. 160

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
LISTENING AND SPEAKING	A variety of listening activities broadens the speaker's oral vocabulary. *p. 272 Listening develops skill in selecting main idea, comparing and contrasting details, recognizing sequential order and cause and effect relations. *pp. 189-194 Vocabulary growth enhances the ability to express ideas clearly and effectively. *p. 269 The language deemed appropriate at school may be different from the language of home and community. *p. 275 Discussion is the method by which ideas are expressed freely and attention is given to other points of view. *p. 232 Formal modes of communication (announcements, invitations, prepared statements, performed drama, individual and committee reports) can lead to the sharing of thoughts and ideas. *p. 236 Comparison and examples are used for clarification. *p.258 Oral reading requires understanding, phrasing, stress, clear enunciation, and dramatic quality. *p. 222
READING AND LITERATURE	
PLEASURE AND INFORMATION	Literature is read to broaden horizons and to gain insight into basic human values. *pp. 195-197 Literature develops critical thinking and imagination for deeper interpretation. Literature leads to greater knowledge of oneself. Literature leads to an understanding of other cultures. Literature read aloud increases pleasure and helps to interpret textual ideas. *pp. 222-223 Literature is the work of individual authors and illustrators. *p. 196
Stories	
Folk Tales	Each separate culture has its lore of tales transmitted over a long period of time. *p. 378

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*Handbook for Language Arts: Pre-K, Kindergarten, Grades One and Two (Curriculum Bulletin, 1965-66 Series, No.8)
**Sequential Levels of Reading Skills: Pre-Kindergarten--Grade 12 (Curriculum Bulletin, 1967-68 Series, No. 4)

Page references provide amplification or identify the source of the particular item and show related materials.

COMMUNICATION ARTS GRADE 2

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Fairy Tales	Fairy tales are folk tales that describe beings with magical powers: fairies, giants, trolls. *p. 378
Animal Stories	Animal stories frequently employ animals who have human characteristics and often show us how to behave. *p. 379
Biography	Biographies relate the lives of real people. *p. 380
Poetry	Poems use words creatively and have a singing quality. *p. 372 Poems offer vivid descriptions of nature and human feelings.
Exposition	Factual materials give useful knowledge about the world.
PROCESSES	
Following skills generally applicable to content areas, as well as to literature	
Comprehension	
Literal	Details may express similarities and differences. **p.27 Titles generally relate to the main idea or subject of a selection. **p.24 The sequence of events of a reading selection may follow a logical order. **p. 28 Cause and effect relation may be clearly stated. **p. 6 The main idea of a selection may appear in various positions in a selection. **p. 24
Inferential	The main idea of a selection may be inferred from the cumulative details of that selection. **p. 30 A series of events may be predicted by reviewing sequence and cause-effect relations. **p. 6 Conclusions concerning actions, characters, outcomes, themes, and plot development may be drawn from logical inferences. **p.6

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Critical	Selections may express authors' opinions or statement of fact. **p. 34
Word Meaning	
Vocabulary Development	Content area materials are source for expanding sight vocabulary. **p.8 Homonyms are words that have the same sound but are spelled differently and have different meanings.
Contextual Clues	Words may have multiple meanings. **p. 22 Content area words are added to vocabulary study.**p. 9
Structural Analysis	An apostrophe may be used to show possession.**p. 16 A contraction is a short way of writing two words.**p. 18 An apostrophe is used to show the omission of one or more letters.**p. 16 Some inflectional endings (s, ed) may vary in sound. **p. 16
Alphabet Knowledge	The letters of the alphabet are arranged in sequence.
Phonic Analysis	(For more detailed information on the various phonemes see the tables appended to this bulletin.) For each single consonant letter there is a corresponding phoneme (sound) relationship in the initial and final position. Some consonant letters are combined to form a single sound referred to as a consonant digraph. The consonant letters r, w, and l affect the sound of immediately precedent vowels. The consonant letters c and g have both a hard and soft sound. The letter y and the endings ed and d have more than one sound. Some consonant letters and consonant blends have variant sounds (voiced and unvoiced.) Some consonant letter combinations have silent letters. Some vowel letters are placed together to represent a single sound called a digraph. Some vowel letters are placed together to blend their sounds into a new sound called a diphthong.

COMMUNICATION ARTS GRADE 2

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
WRITING	There are two main types of writing: expressional and functional.
EXPRESSIONAL AND FUNCTIONAL	Expressional writing conveys one's thoughts, ideas, and feelings. *p. 240 Functional writing includes factual writing: simple letters, reports, messages. *pp. 263-6 Writing letters is a method of sending a personal communication to others. *p. 263
WRITING CONVENTIONS Taught as needed in actual writing, NOT as isolated skills	
Sentence Sense	A sentence is a group of words belonging together. *pp. 273-5 Some sentences make statements; others ask questions. *p. 273
Usage	The past tense of regular verbs ends in ed, but many common verbs (see, go, buy, do, take) have irregular endings. *p. 276 Sentences begin with capital letters and end with periods or question marks. *pp. 242-246 Exclamations end with exclamation points. The pause in speaking corresponds to punctuation marks.*p.273
Spelling	Spelling Words List C comprises words most frequently used in student writing for that grade; new words are added from reading, content areas, and experiences. *pp.289-290 The list is further supplemented by each student's individual bank of spelling words based on reading and writing needs.
Handwriting	Manuscript writing becomes more precise and smaller in size. *p. 287

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
LISTENING AND SPEAKING	Listening to stories develops skill in identifying main ideas and details, sequential order, understanding cause and effect relations, and drawing conclusions and predicting outcomes. *p. 20-23 Hearing may be passive and involuntary; listening is a voluntary activity. *p. 23 Language is spoken on two levels of usage -- formal and informal. Each is appropriate to a given situation. *pp. 138-139 An interview with another person is a way of obtaining information. *p. 97 Oral reading with expression enhances enjoyment and comprehension. *pp. 79-80 Choral speaking contributes toward effective interpretation of poetry and the enjoyment of language. *p. 258 Original stories are based on experiences or imagination. *p. 103 A report is tied closely to a center of individual or group interest or curriculum area. *p. 99
READING AND LITERATURE	
PLEASURE AND INFORMATION	Literature exists in print and other media. *p. 39 Literature exists in varying lengths and is often read in segments. *pp. 39-41 Literature is created in different genres, each having identifying characteristics, e.g., short story, novel, biography, drama, and poetry. *pp. 39-40 Individual authors may have written many books with similar ideas and/or locale and characters. *pp. 39-41
Stories	In addition to plot and character, stories have settings which express time-when and place-where. *p. 348
Poetry	The meaning of poetry is enhanced by an awareness of cadence, beat, and figurative language. *p. 52

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*Handbook for Language Arts: Grades Three and Four (Curriculum Bulletin, 1969-70 Series, No.6)

**Sequential Levels of Reading Skills: Pre-Kindergarten--Grade 12 (Curriculum Bulletin, 1967-68 Series, No. 4)

Page references provide amplification or identify the source of the particular item and show related materials.

COMMUNICATION ARTS GRADE 3

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Exposition	Factual materials give useful knowledge about the world.
PROCESSES Following skills generally applicable to content areas, as well as to literature	
Comprehension	
Literal	Stated details in content area materials may be isolated as sub-headings in chapters or parts of chapters.**p. 27 The main idea of a selection may be directly stated in various locations within the selection. ** p.24 Clue words such as *first*, *next*, and *last* indicate sequential order of events. ** p.28 Clue words such as *because* and *as* signal cause and effect relations. ** p.29
Irferential	Cause and effect relations not directly stated may be determined. ** p.31 Sequential order is a factor in predicting outcomes and drawing conclusions. ** p.28
Critical	Experiential background and knowledge affect evaluation of written materials. ** p.34
Word Meaning	
Vocabulary Development	Vocabulary also expands through including content area words. ** p.9
Contextual Clues	Word meaning may be found from the context in a direct statement, through a synonym or through apposition. ** p.22
Structural Analysis	A prefix comes before a root word and changes the meaning of the word. ** p.18 A suffix comes at the end of a root word and changes the meaning of the word. ** p.18 Comparatives and superlatives change the meanings of adjectives, (*er*, *est*, *more*, *most*). ** P.18

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Alphabet Knowledge	Letters of the alphabet have both a manuscript and cursive form. **p. 8
Phonic Analysis	(For detailed information on the various phonemes see the tables appended to this bulletin.)
WRITING	
CREATIVE AND FUNCTIONAL	Careful observation of objects, places, people forms the basis for good writing. *p. 110 The realm of the child's private and fantasy world may become the subject for prose and poetry. Factual writing is necessary to provide records. *p. 105 Logical development of ideas enables one to think and write clearly. *p.104 Good writing requires revision. *P. 299
WRITING CONVENTIONS Taught as needed in actual writing, NOT as isolated skills	
Sentence Sense	A simple sentence is a group of words belonging together and conveying meaning. *p. 135
Usage	The subject of a sentence agrees with the predicate. *p. 140
Punctuation	Basic marks of punctuation: the comma, period, question mark, and exclamation point, bring more clarity to the written word. *pp. 134-135

Spelling

Spelling Words List C comprises words most frequently used in student writing for that grade; new words are added from reading, content areas, and experiences.*p.162

The list is further supplemented by each student's individual bank of spelling words based on reading and writing needs.

Words may be spelled according to a common structural element.

Regular plurals are formed by adding s.*p. 334

Regularly inflected verbs add s, ing, and ed. *p. 336

Words ending in silent e drop the e before adding ed and ing.

An apostrophe shows the omission of a letter or letters in a contraction. *p. 335

Handwriting

Letters of the alphabet have both upper and lower case in manuscript and cursive forms. *p. 155

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
LISTENING AND SPEAKING	Listening to various forms of communications reinforces comprehension.
	Role-playing serves a variety of functions: understanding language and situations, expressing feelings, and illustrating ideas. *p. 264
	Telephone conversation has specific conventions of answering: identification, clear message-giving, and brevity.*251
	Reporting involves the use of an inviting opening sentence, vivid details and examples, organization, and clear delivery, and may be made by individuals or groups.*254
	Memorization and recitation of poetry stimulate enjoyment and sensitivity to language and its patterns. *p.210-221
READING AND LITERATURE	
PLEASURE AND INFORMATION	
Novels	Well-developed characterization depends on the degree to which characters are true to life. *p. 348
	Historical fiction deals with historical events and real or fictional characters. *p.345
Biography	Biographies may provide insights into the historical period.*347
Poetry	In poetry the poet varies the sequence for emphasis. *p. 350
	Poetry makes wide use of comparisons (metaphors and similes).*p.350
	Poetry uses repetition of sounds (assonance, alliteration, rhyme). *p. 350
	Poetry employs words where the meaning is suggested by the sound (onomatopeia). *p. 350
	Free verse is poetry without regular rhyme or meter. *p. 351
	A popular form of unrhymed poetry is Japanese Haiku, a poem of seventeen syllables divided into three lines of five, seven, and five syllables. *p.294

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*Handbook for Language Arts: Grades Three and Four (Curriculum Bulletin, 1969-70 Series, No.6)

**Sequential Levels of Reading Skills: Pre-Kindergarten--Grade 12 (Curriculum Bulletin, 1967-68 Series, No. 4)

COMMUNICATION ARTS GRADE 4

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Exposition	Factual materials give useful knowledge about the world.
PROCESSES Following skills generally applicable to content areas as well as to literature	
Comprehension	
Literal	Details may be used to support a point. **p. 26
Inferential	Details may be inferred from the context. **p. 31 Characters can be analyzed by their actions. **p. 30 Outcomes may be predicted based upon stated fact. **p. 30
Critical	Personal experiences may be related to a narrative or expository selection. **p. 34 Fact and opinion may be distinguished based upon clue words such as: in my opinion and I believe that. **p. 34
Word Meaning	
Vocabulary Development	Vocabulary also expands through including content area words*9 Words evoke emotional and sensory responses. **p. 9
Contextual Clues	Word meaning may be found contextually through comparison and/or contrast. **p. 22
Structural Analysis	Words of more than one syllable can be divided between the syllables. **p. 20
Phonic Analysis Should have been completed by this grade except for individual students who need reinforcement	(For detailed information on the various phonemes see the tables appended to this bulletin.)

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
WRITING	
CREATIVE AND FUNCTIONAL	A paragraph is a set of sentences of related ideas. In expository paragraphs there are generally a main idea (implied or stated) and supporting ideas. *p.272 An opening sentence is important in introducing the subject and arousing the reader's interest. *p. 273 Writing stories or reporting an event makes use of chronological order. *p. 274 Factual writing involves organizing and writing records, signs, labels, forms, directions, notes, reports. *pp. 269-70,80 First hand and vicarious experiences provide the material for journals, letters, and anecdotes. *pp. 272-3 Tales of fantasy, myths, fables or dreams may be the models for imaginative writing. Revision is a means of improving one's original writing. *pp. 299-301
WRITING CONVENTIONS Taught as needed in actual writing, NOT as isolated skills	
Sentence Sense	Simple sentences may be expanded to form compound sentences joined with and or but. *p. 306
Punctuation	A comma is usually needed before and or but when used to join compound sentences. *p. 306
Usage	To improve style, pronouns may be substituted for nouns. *p.341 A pronoun agrees with its antecedent in number and gender.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Spelling	Spelling Words List C comprises words most frequently used in student writing for that grade; new words are added from reading, content areas, and experiences. *p.368 The list is further supplemented by each student's individual bank of spelling words based on reading and writing needs. Some plurals are formed by adding s, es, changing y to i and adding es. *p. 327 Some word roots change when plurals are formed (irregular plurals such as foot, feet). A word ending in a single consonant following a single vowel doubles the consonant for an inflectional ending (run, running). *p. 229 A word of more than one syllable can be divided between its syllables. *p. 324 Common abbreviations exist for days, months, titles, and measurements.
Handwriting	Cursive writing is the conventional form of script in which letters are joined and words separated. *pp. 316-20

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
LISTENING AND SPEAKING	Listening is a means of appreciating the mood of a selection***12 Listening critically is a means of evaluating content of written materials. ***p. 11 Listening to various forms of written communications reinforces comprehension. ***p. 155 Effective discussion has purpose, direction, and opportunities for participation by all. ***p. 17 Volume, pitch, rate, and quality of voice are appropriately varied to occasion. ***p. 7 There are standards for pronunciation and articulation suitable for different occasions. ***p. 8 Choral speaking contributes toward effective interpretation of poetry and the enjoyment of language.
READING AND LITERATURE	
PLEASURE AND INFORMATION	Common emotions and aspirations unite all people. *p. 224 Cultural differences exist among people; these should be understood and respected. *p. 155
Novel, Short Story, Myths	The plot may develop in a straightforward chronological manner. *p. 241 The hero and the villain of the piece of literature are identified by their characteristics. *p. 241 The setting (time and place) of the story is important in its relation to the story. *p. 241 Characters' traits and actions may be evaluated in terms of ethical values relating to the students' own lives.*p.222 Characters' strengths and weaknesses may cause them to overcome or succumb to obstacles. The motivation for characters' behavior must be sought in terms of environment, personality, and society. *p. 223 The myths of all countries relate their histories, customs, and beliefs. *p. 309

Handbook for English Language Arts: Grades 5--12
*Reading and Literature (Curriculum Bulletin, 1967-68 Series, No.10)
***Speech and Composition (Curriculum Bulletin, 1969-70 Series, No.21)
****Language Strand (Curriculum Bulletin, 1974-75 Series, No. 4)

Page references provide amplification or identify the source of a particular item and show related materials.

COMMUNICATION ARTS GRADE 5

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Drama	A play contains dialogue to interpret character and develop the components of plot. *p. 310
Biography	Biographies and autobiographies give insights into the subjects' lives and personalities, and may serve as role models. *p. 261
Poetry	Poetry employs words with musical quality. *p. 242 Onomatopoeia (sound of a word suggesting meaning) and alliteration (repetition of initial sounds) enhance the meaning and musical qualities of poetry. *p. 252
Newspapers, Journals, Speeches	Personal accounts supply authentic flavor.
PROCESSES	
Following skills generally applicable to content areas, as well as to literature	
Comprehension	
Literal	Knowledge of literal meaning is applied to increasingly more difficult content and concepts. **p.25
Inferential	The literal meaning of a sentence can be expanded to include an extended meaning. **p. 31 Related ideas may be used to make generalizations. **p. 31 Outcomes may be predicted based upon facts not directly stated. **p. 30
Critical	Recognition of an author's purpose aids comprehension and evaluation. **p. 35
	(Generally, these skills are integrated with reading for pleasure and information).

**Sequential Levels of Reading Skills: Pre-Kindergarten--Grade 12 (Curriculum Bulletin, 1967-68 Series, No. 4)

Page references provide amplification or identify the source of the particular item and show related materials.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Word Meaning	
Vocabulary Development	Vocabulary also expands through including content area words**p.9 Language is constantly growing and changing. **p. 9 Many words have a specific history that can be traced back to their origins. **p. 9 New words are invented for new discoveries, ideas, and/or situations. **p. 9
Contextual Clues	Context aids in understanding words in technical and literary material. **p. 23
Structural Analysis	Dividing words into syllables may aid in decoding unfamilar words. **p. 21
WRITING	
CREATIVE AND FUNCTIONAL	Appropriately selected words provide clarity, vividness, and precision in context. ***p. 171 Variety in the use of language makes writing more interesting. Varied sentence types provide interest and fluency. ***p.172 The paragraph contains an orderly and unified presentation of thought. ***p. 173 The basic paragraph requires writing of a moderate length. Paragraphs may be descriptive, narrative, persuasive or expository. Individual statements on a topic must be related to each other. ***p. 173
Forms	The personal letter form includes the date, salutation, closing, and signature. ***p. 173 The envelope shows the complete return address and full name and address (including zip code) of the recipient.***173

COMMUNICATION ARTS GRADE 5

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
WRITING CONVENTIONS Taught as needed in actual writing, NOT as isolated skills	
Sentence Sense	There are different kinds of sentences: statements, questions, commands or requests, and exclamations. ***p. 172 Simple sentences can be joined by using such coordinating linking words as and, but and or.
Usage	Comparatives and superlatives of regular adjectives are formed by adding er and est. ****p. 15 Auxiliary verbs aid in forming tenses.
Punctuation	The sentence is to be distinguished from word groups and fragments and is punctuated by an initial capital letter and a final period, question mark, or exclamation point.****17 The hyphen is used to separate parts of a word at the end of a line. The apostrophe is used to show possession. ****p. 268
Spelling	Spelling Words List C comprises words most frequently used in student writing for that grade; new words are added from reading, content areas, and experiences. *p.215 The list is further supplemented by each student's individual bank of spelling words based on reading and writing needs. There are certain words which have a regular spelling pattern.****205 Certain types of spelling errors persist because of reversals, omission of silent letters, mispronunciation, lack of emphasis on final sound. ****p.209

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
LISTENING AND SPEAKING	Listening to various communications reinforces comprehension. Listening critically is a means of evaluating content. ***p.23 Listening for essential points will help in focusing on directions. ***p. 44 When speaking, the intonation and rising and falling of the voice have a definite pattern. ***p. 19 Short talks before a live audience help to build poise and confidence. ***p. 25 Improvising scenes from a play gives insight into character and motivation. ***p. 51 Performing a role in a play demands skills such as pantomime, body action, and appropriate voice modulation and effect. Dialect and standard structures are compared and understood. ***p. 28
READING AND LITERATURE	
PLEASURE AND INFORMATION	
Short Story, Novel, Drama	The elements of plot can be identified. *p. 241 Characters in books may reflect the effects of their good or bad environment. *p. 222 Characters in books help us to know ourselves and others more accurately, develop a set of personal values, make judgments independently, and take action accordingly. *p.250
Poetry	The emotional impact of poetry is heightened by the type of rhythm employed. *p. 254 The rhyme scheme follows a regular or irregular pattern. *p257 The lines of a poem may follow a regular stanza form such as the couplet or quatrain. *p. 258 Poetry is made more vivid through the frequent use of simile and metaphor. *p. 242 The choice of words and the sounds of the lines convey mood.*259

Handbook for English Language Arts: Grades 5--12
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***Speech and Composition (Curriculum Bulletin, 1969-70 Series, No.21)
****Language Strand (Curriculum Bulletin, 1974-75 Series, No. 4)

Page references provide amplification or identify the source of the particular item and show related materials.

COMMUNICATION ARTS GRADE 6

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Essay	The personal essay may express the author's sense of humor, way of thinking, or preferences. *p. 244
Newspapers, Journals, Speeches	Good reporting has authenticity and objectivity.
PROCESSES	
Following skills generally applicable to content areas, as well as to literature	
Comprehension	
Literal	Knowledge of literal meaning is applied to more difficult content and concepts. **p. 25
Inferential	Sequential order may be inferred using logical reasoning and by placing details in their order of occurrence. **p. 29 Conclusions are drawn as a result of inductive and/or deductive reasoning applied to a paragraph or selection.**p.30 Recognition of cause and effect relationships serves as an aid in drawing conclusions and predicting outcomes.**p.31
Critical	Recognition of an author's point of view aids in understanding a selection. ** p.35 Materials can be evaluated for validity and accuracy. **p.35 (Generally these skills are integrated with reading for pleasure and information).
Word Meaning	
Vocabulary Development	Many English words are derivatives of other languages. ***p.174 **p. 9
Contextual Clues	Punctuation may provide clues to word meaning, e.g., dash, parentheses, commas. **p. 23 Context clues aid in understanding words in technical and literary material. ** p. 23

**Sequential Levels of Reading Skills: Pre-Kindergarten--Grade 12 (Curriculum Bulletin, 1967-68 Series, No. 4)

Page references provide amplification or identify the source of the particular item and show related materials.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Structural Analysis	Identifying parts of a word can aid in defining the word**p. 21
WRITING	
CREATIVE AND FUNCTIONAL	Writing may be enriched by searching for vivid and precise words, using synonyms, antonyms, descriptive words and action words. ***p. 174 Words may have interesting historical backgrounds which give them special connotative value. ***p. 174 A narrative paragraph creates a sense of unity by telling of a single significant piece of action. ***p. 176 The descriptive paragraph achieves sensory effects through effective and selective words. ***p 176 The simple expository paragraph of the "how-to-do" or "how to make" variety uses sequential order. ***p. 176 Letters to friends and family are an excellent way to communicate personal feelings and experience. ***p. 177
WRITING CONVENTIONS Taught as needed in actual writing, NOT as isolated skills	
Sentence Sense	Sentence kernels (basic sentences - simple subject and predicate) can be joined by using such subordinating linking words as when, as, since, although, and because. There are basic sentence patterns, among them: S-V (Subject - Verb) S-V-O (Subject - Verb - Object) ****p. 18

COMMUNICATION ARTS GRADE 6

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Usage	Don't and doesn't agree with their subjects. The double negative construction, in which two negative words are used when one is sufficient, is considered non-standard form.
Punctuation	Use capitals for proper names, initials and abbreviations, and first word in salutation and closing of a letter. A comma is used before and, but, or, nor, for, yet when they join simple sentences. Capital letters are used for titles with a person's name, key words in titles of books, films, stories, poems. Commas are used for words in a series.
Spelling	Spelling Words List C comprises words most frequently used in student writing for that grade; new words are added from reading, content areas, and experiences. *p.206 The list is further supplemented by each student's individual bank of spelling words based on reading and writing needs. Certain spelling errors persist because of confusion of homonyms, omission of silent letters, failure to double consonants, incorrect vowels, addition of letters.****209
Proofreading	Proofreading is a complex skill that involves the recognition of errors and the ability to correct them.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
LISTENING AND SPEAKING	Listening to various forms of communication reinforces comprehension. Good voice production includes respiration, phonation, resonance, and articulation. ***p. 31 Accents may affect the pronunciation and meaning of words. Parliamentary procedure is an effective method of conducting a meeting involving set rules of order, voting, elections, and related activities and procedures. ***p. 40
LITERATURE AND READING	
PLEASURE AND INFORMATION	The understanding of literature is a help in understanding oneself. *pp.224-5 Personal values are clarified and strengthened by the wide reading of literature. *pp. 224-5 Responsibility to the family unit is developed and reinforced by the study of literature. *p. 227 Pathos, irony, and wit are elements which give emotional effect. *p.248 Figurative language is used to highlight literal meanings. *p.254 Propaganda can be recognized. *p. 100
Mythology	Mythological deities, folk heroes, and characters in stories and fables possess qualities which mirror human attributes, virtues, and frailties. *p. 309
Short Story, Novel	Stories and novels may be told through the eyes of the author (third person) or by a character in the story (first person). *p. 94 The subplot is a method of enriching and supplying contrast to the main plot. *pp. 245-6 The use of flashback is a method of plot development. *p. 245

Handbook for English Language Arts: Grades 5--12
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COMMUNICATION ARTS GRADE 7

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Poetry	Different speech sounds such as sibilants and plosives contribute to the overall effect of a poem. *p. 242 The rhyme may be organized in regular patterns: a-a, b-b, c-c, etc.; ab-ab; and the like. *pp. 254-7 Personification is a figure of speech in which human attributes are given to inanimate things or animals.
Biography	The author of a biography may present a personal or biased point of view about the subject. *pp.224-228
Essay, Articles	The story essay is a form often used to present a moral. *p.244 Informed opinion is the personal opinion of an expert in the field. Objective reporting is factually oriented, complete, and avoids slanted words, propaganda, and a personal point of view.
PROCESSES	All the basic processes and skills of reading have been covered by the end of grade 6 for students on grade level. For students in grades 7, 8, and 9, advanced reading skills are best integrated into the teaching of literature and content area materials. This section is now referred to as Literature and Reading. For students reading below grade level, remediation should be planned for those skills in which students are deficient.
WRITING	
EXPRESSIONAL AND FUNCTIONAL	Words have an emotive force. ***p. 178 Modifiers are placed as close as possible to the words they modify to enhance clarity. New words -- some slang, some specially created -- keep language current and colorful.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
	In an expository paragraph the most important points come first, followed by the less important in rank order or vice versa. ***p. 179 Persuasive paragraphs may use some or all of the following: fact, opinion, authority, evidence.
Forms	The business letter form may be block or indented, containing the sender's address, the inside address, date, proper salutation, and closing. ***p. 180 Business letters should be clear, concise, and courteous. Persuasive letters should use the above devices and should avoid name-calling and abusive language.
WRITING CONVENTIONS	
Taught as needed in actual writing, NOT as isolated skills	
Sentence Sense	Effective sentences can include phrases and clauses. ***p. 178 There are basic sentence patterns, among them: S-V-IO-O (Subject - Verb - Indirect Object - Object). Subject and predicate agree in number and person.
Punctuation	Indentation marks the start of a new paragraph. Quotation marks are used to indicate direct speech.
Usage	Parts of speech are identified by their position and form: noun, verb, adjective, adverb, pronoun, determiner. ****p.33 Adverbs ending in ly and adjectives of more than two syllables are preceded by more and most in the comparative and superlative. ****p. 39
Spelling	Spelling Words List C comprises words most frequently used in student writing for that grade; new words are added from reading, content areas, and experiences. The list is further supplemented by each student's individual bank of spelling words based on reading and writing needs.

COMMUNICATION ARTS GRADE 8

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
LISTENING AND SPEAKING	Listening to various forms of communication reinforces comprehension.
	Informal and formal debating provides a forum for the exchange of ideas and opinions. ***p. 52
	Regional variations may alter the pronunciation and meanings of words. ***p. 129
	Meaning can change the pronunciation of some words, e.g., ob'-ject, ob - ject'; rec' - ord, re - cord'.
LITERATURE AND READING	
PLEASURE AND INFORMATION	Personal attitudes and values are clarified through the study of literature of enduring value. *p.88
	The process of maturing is aided by understanding characters and situations in literature. *pp.226-7
	Responsibility to other members of society is developed through a careful reading of good literature. *p.156
	An author often presents a thesis or statement which is called a theme. *pp. 56-7
	Meaning may be inferred when a writer uses ellipsis (the omission of a word or words from a sentence).
	The omission of information is a technique which may be used to create a biased report. ***p. 92
Short Story, Novel, Drama	Variations in time sequence in plot development (such as beginning in the middle of the action) have an impact.*p.245
	Foreshadowing is a technique to give psychological and artistic emphasis and to build suspense. *p. 246
	Characters are revealed through the use of first-person narrative. *p. 249

Handbook for English Language Arts: Grades 5-12
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CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Poetry	The associative values of words enrich poetry. *p. 242 Hyperbole (exaggeration) is a figure of speech which heightens effects in poetry. *p.255 A symbol (generally a material object used to represent something often immaterial) is frequently used for effect in poetry. *p. 260
Autobiography	The authors of autobiographies have both advantages and disadvantages in approaching their own lives. *p. 261
Essay	The character sketch is a form of essay frequently found in books and in journals. *p. 265
Newspapers	A simple news story is structured according to the Five W's. ***p. 48
PROCESSES	All the basic skills of reading have been covered by the end of grade 6 for students on grade level. For students in grades 7, 8 and 9, advanced reading skills are best integrated into the teaching of literature and content area materials. For students reading below grade level, remediation should be planned for those skills in which students are deficient.
WRITING	
EXPRESSIONAL AND FUNCTIONAL	Brevity and succinctness are vital to the clear statement of ideas. ***p. 181 Words and names may convey positive or disparaging meanings. Variety in sentence beginnings through the use of infinitives and phrases provides smoothness and interest. Expository paragraphs may be developed through logical use of detail and example. ***p. 182 Longer compositions may be composed of paragraphs stressing introduction, body, and conclusion. ***p. 183

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
EXPRESSIONAL AND FUNCTIONAL	The appropriate tone for different types of business letters may be courteous, firm, insistent, and always succinct. ***p. 183 Fan letters should reflect honesty of reaction and good taste. *** p. 183
WRITING CONVENTIONS	
Taught as needed in actual writing, NOT as isolated skills	
Sentence Sense	Clauses beginning with subordinating words (such as if, where, while) are used to present ideas subordinate to the main idea. ****p. 20 Recognizing and using parallel structure within the sentence and the paragraph creates more cohesive writing. ****p. 36 The basic sentence patterns may be expanded by modification and coordination. ****p. 14 There are basic sentence patterns, among them: S-LV-ADV (Subject - Linking Verb - Adverb).
Punctuation	Introductory phrases and subordinate clauses are followed by commas. Direct quotes can be broken and continued after the name of the speaker has been inserted.
Usage	A regular verb forms the past participle by placing an auxiliary verb before the past tense form. Irregular verbs are formed differently. Conjunctions, prepositions and interjections are identified by their functions.
Spelling	Spelling Words List C comprises words most frequently used in student writing for that grade; new words are added from reading, content areas, and experiences. The list is further supplemented by each student's individual bank of spelling words based on reading and writing needs. The addition of affixes and/or inflected endings to a root word may alter the basic spelling of the word.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
LISTENING AND SPEAKING	Critical listening aids in discerning bias, propaganda, slant***p.70 The formal speech is used to give information, report, or air an opinion. (Notes may be used.) ***p. 58
LITERATURE AND READING	
PLEASURE AND INFORMATION	Family and social traditions provide continuity but might be reexamined in the light of new information. *p. 230 Although the individual is a member of society, individuals cannot abrogate responsibilities for their own ethical judgment and action. *p. 230 Typographical clues may serve as a clue to word meaning, e.g., boldface, italics, quotation marks, commas and parentheses, setting off appositives. *pp. 84-5 The meaning of words and figures of speech may depend upon their literary or historical heritage. *p. 84 Propaganda techniques based upon slanted writing and emotional appeal are recognized. *p. 87
Short Story, Novel, Drama	The plot of a short story, drama and novel may follow the pattern of: rising action, climax, falling action, resolution, denouement. *p. 247 The plot may not necessarily develop according to regular pattern but may shift back and forth. *p. 245 Character development may be evaluated by standards of credibility and consistency. *p. 250 Settings may be single or multiple and shift from one place to another. *p. 250
Poetry	Irony is the figure of speech which expresses a meaning opposite to the intended meaning. *p. 242 A line of poetry may be divided into measures called feet with a regular pattern of stressed and unstressed beats. *p. 242
Biography and Essay	The biography and essay may be used to present the author's point of view. *p. 262

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COMMUNICATION ARTS GRADE 9

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Newspaper	An editorial expresses the opinion of the editor. The review is an informed opinion on the arts.
PROCESSES	All the basic skills of reading have been covered by the students on grade level. For students reading below grade level, remediation should be planned.
WRITING	
EXPRESSIONAL AND FUNCTIONAL	Science, the arts, and industry have contributed many specialized words to the language. ****p. 176 Slang consists primarily of figurative language which may have transient popularity or become part of the language.****93 Details in the descriptive paragraph may be arranged according to spatial order. ***p. 186 Expository paragraphs may be developed through the use of comparisons and contrasts. ***p. 186 Persuasive paragraphs should have a point of view, a logical development, and employ effective language. ***p. 186 Dialogue, appropriately punctuated, lends reality to narrative writing. ***p. 187 Letters of application should contain relevant information and appropriate tone. ***p. 186 Letters of persuasion to public officials and the press should be forceful, courteous, and pertinent. ***p. 186
Journalism	The news article should contain a lead sentence with the 5 W's and paragraphs of descending order of importance. The editorial is a statement of opinion. The human interest story is an incident, usually of local interest, with emotional or humorous appeal.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
WRITING CONVENTIONS Taught as needed in actual writing, NOT as isolated skills	
Sentence Sense	There are basic sentence patterns, among them: S - LV - PA (Subject - Linking Verb - Predicate Adjective); S - LV - PN (Subject - Linking Verb - Predicate Nominative). Variety in sentence beginning through the use of infinitives and phrases provides smoothness and interest. ****p. 16-17
Punctuation	Appositives and other parenthetical elements provide additional information and are set off by commas.****p. 21
Usage	A verb is active when it expresses an action performed by its subject. A verb is passive when it expresses an action performed upon its subject. Active verbs are generally stronger than passive verbs. A compound subject joined by and requires a plural verb. ****p. 38
Spelling	Spelling Words List C comprises words most frequently used in student writing for that grade; new words are added from reading, content areas, and experiences. The list is further supplemented by each student's individual bank of spelling words based on reading and writing needs.

Library Media
Grades 5-9

Grade 5....................95
Grades 6-9.................96

LIBRARY MEDIA

The library media program is a service, an instructional and management system shaped by the school's philosophy, its learning objectives, the characteristics of learners, teachers' skills, the curriculum, and the organization of the students for learning. The librarian's role is the implementing of this program so that learners can develop the ability to find, generate and apply information. The program provides:

a systematic introduction to books, films, and recordings, and instruction in finding, analyzing and using information and creating new media;
consultation services in the use of media resources, equipment, and facilities for the improvement of instruction;
environments which foster the effective use of media resources, both human and material;
production of materials created to meet specific needs of students and teachers.

The Library Media Center is a laboratory where the use of all resources is purposeful, planned and integrated with classroom teaching. Its use is intended to individualize instruction.

Although "library media" is not a subject area, it is related to all content areas. There are competencies and skills to be learned through repeated use of library resources in a variety of subject contexts. The four levels of development in the use of library media are sequentially:

learning to use tools to locate materials
learning to select material appropriate for the purpose and type of information needed
learning various ways in which selected material can be used most effectively
developing critical judgment in evaluating materials with regard to their suitability, accuracy, authenticity, bias and propaganda.

A complete skills program must include all four levels in each grade. The key to the success of the program is the integration of the teaching of library skills with classroom instruction. Attempts to teach skills in isolation may lead to student frustration and seriously impair the student's ability to use libraries independently and intelligently.

LIBRARY MEDIA GRADE 5

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
ORIENTATION TO THE LIBRARY MEDIA CENTER	Review and mastery of previously learned skills.
USE OF LIBRARY MEDIA RESOURCES	Atlases and gazetteers contain information about topography, climate, places, economic and historical developments. Biographical dictionaries contain brief information about a person's life, e.g., Current Biography, Webster's Biographical Dictionary. A thesaurus is a list of words and their synonyms. An almanac is an annual publication containing general information about a variety of subjects. Resources, printed and audiovisual, are selected independently to gather information on specific topics.
INTERPRETATION OF LIBRARY MEDIA RESOURCES	Notes taken from more than one source are correlated for a report. Reports are made orally and in writing. Multi-media bibliographies are compiled using a standard form. Conclusions are drawn from details in illustrations. Folktales and myths, modern and traditional, provide insight into major world cultures.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
ORIENTATION TO THE LIBRARY MEDIA CENTER (grades in junior high schools)	Tours, diagrams and floor plans explain facilities and circulation procedures. The library is a cultural force which permits life-long learning.
USE OF LIBRARY MEDIA RESOURCES	
Microfilm and Microfiche	Microfilm is a continuous roll of film containing a photographic image of printed or graphic materials, reduced for economical storage. Microfiche is a sheet of film containing photographic images of printed or graphic materials, reduced. Magazine and newspaper articles on microfilm are read to answer questions on a given topic.
Specialized Reference Books	The New York Times Index is used to locate specific articles which have appeared in the New York Times. Specialized reference books, such as Current Biography, The Book of Popular Science, The Guinness Book of World Records, give detailed information on a given subject. The Readers' Guide to Periodical Literature is an index to current articles in a variety of types of magazines.
Giving Credit	Credit is given to the source(s) of facts or theories through the use of quotation marks and footnotes.
INTERPRETATION OF LIBRARY MEDIA RESOURCES	
Fact and Opinion: Differentiating	Facts and ideas are inferred from material read, listened to, and viewed. Word clues such as "always" and "everyone" help distinguish fact and opinion. Editorials and articles by columnists represent an interpretation of facts or issues.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
	Unsubstantiated statements are identified. Propaganda devices are sometimes used in printed and audiovisual materials; e.g., testimonials, tone of voice, emotion-laden words.
Critical Use of Sources	
Newspapers:	There are different types of news items in a newspaper. Recognizing differences in coverage and emphasis of events, as written up in more than one newspaper, is valuable.
Reference Books:	Bibliographies in encyclopedias and other non-fiction books are sources of additional information on a given topic. A quick examination of the front and back matter and illustrations of a book is a good way to evaluate its usefulness as a specific source of information on a particular topic.
Organizing Material	The choice of a topic for a report involves: ● some interest and/or knowledge of the subject; ● the availability of material determined by a preliminary search for information; ● an overview of the subject from an encyclopedia. Ideas and information are summarized in an outline that relates main ideas to subordinate ones. Generalizations are made from statistical and narrative data. Audiovisual productions, e.g., slide-tape programs, are prepared as reports for class presentation.
Approaches to Literature	Adolescent growth is explored through literature written expressly for the teenager. The approach and interpretation of an author may be influenced by the time or place at which the work was written.

Music
Grades 5 - 9

Grade 5....................101
Grade 6....................102
Grade 7....................103
Grade 8....................104
Grade 9....................105

MUSIC

One of the reasons for the growth of music education has been the recognition of the important role that music plays in the life of the child. Through musical experiences the child grows in self-understanding, self-awareness and self-expression. Music is an an area of the curriculum that is concerned primarily with subjective responses and affective growth.

Music as a spectator activity is rapidly diminishing. Children want more out of music than simply being a spectator on the sidelines. They want to "do" music. They want to make music with their voices; on a drum, guitar, steel drum, recorder, clarinet or any musical instrument.

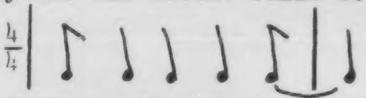
Making music is an important form of individual expression; listening to music is a vital aspect of a more meaningful inner life. It is the school's responsibility to provide children with the opportunity and means of developing their natural musical talent to the utmost. They should be given the opportunity and the means to share in the making of music, alone, and in groups. They should be provided the atmosphere in which to appreciate the musical contributions of all people and to share in the wealth of the world's musical literature.

Music education must reach out to meet the needs of all children, from the serious music student to the child who wants only to enjoy music. Those for whom music has become a source of personal satisfaction become living testimonials to quality music education.

MUSIC GRADE 5

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
LISTENING	
Style Melody	Phrases in a melody vary even when repeated. The expressive quality in music can be compared to other arts, e.g., paintings. Composers often favored a particular style of composition , e.g., harmonic, contrapuntal.
SINGING *p. 26-35	Melodies are often arranged in two-, three-or four-part harmony.
Part-Singing	Understanding and hearing intervals are important to part-singing. Part-singing is introduced through rounds, partner songs and descant Listening is integrated with singing to produce part-singing.
RHYTHM *p. 6-19	Rhythm is the force which generates musical flow. 6/8, 9/8 and 12/8 are compound meter signatures. 5/4 and 7/8 are seldom used in American traditional songs.
MUSIC READING *p. 86	
Melodic Patterns	Melodies often move in repeated musical phrases. Written symbols (musical notation) provide a system of storing and retrieving musical ideas.
Solfeggio	Solfeggio is a system in which the tones are named, e.g., do, re, mi, fa, sol, la, ti, do.
INSTRUMENTAL *p. 71	The classroom instrumental music experience includes: pitched and non-pitched rhythm instruments, and the recorder.

*TEACHING MUSIC GRADES 5 - 6

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
RHYTHM *p. 15-18	Syncopation is an important element in jazz and Latin American Music. In syncopated rhythms the accent falls between the beats  or accents fall on other than the regular metric accent.
SINGING *p. 20	The improvement of tone quality and intonation is an ongoing objective. Singing intervals of fifths, thirds and fourths improves part singing. The Kodaly method indicates a specific hand signal for each step of the scale. Sing the first, third and fifth steps of the major scale together, produce the I chord.
LISTENING *p. 52-54 Interdisciplinary	The listening experience and the visual arts experience are integrated to form an interdisciplinary experience. Paintings, sculpture, dance. and music are related in form and expressive qualities.
INSTRUMENTAL MUSIC	Classroom music is the means through which musical talent is identified. Musical instruments such as the clarinet, trumpet, violin, become part of the school orchestra or band. Single instrument instruction (violin class, clarinet class) is a recommended instructional procedure.
CREATIVE *p. 90-91	Sound scores are performed with musical instruments and classroom instruments. Tape recorders with "sound on sound" features are an excellent creative musical tool. Composing and improvising can be based on the pentatonic scale (five-tone scale).

*TEACHING MUSIC GRADES 5-6 Dec. 1975 Experimental Edition

MUSIC GRADE 7

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
MAJOR ELECTIVE	
Vocal Techniques	Quality vocal music is based on a number of vocal techniques, e.g., breathing, posture, direction, diction, interval singing. The song repertoire should contain both unison singing and part singing (two-and three-part songs), traditional and popular. Folk songs, popular songs and folk rock songs also provide the basic material for musical development
The School Chorus	A school chorus plays an important role in the school.
MAJOR ELECTIVE	
Bands, Orchestras and Instrumental Music	Bands, orchestras and instrumental music classes are important elements in a school's total curriculum. Instrumental music classes provide fundamental instruction in the techniques of playing. Bands, orchestras and choruses are important for the talented musicians and for total student population by performing for assemblies, school concerts, graduation and sporting events.
MUSIC APPRECIATION	Music appreciation touches on all the components of music education, e.g., listening, music reading, rhythm and melodic notation, music history, singing and instrumental music experiences.
Basic Music Elements	

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
MUSIC APPRECIATION	Music is approached through the process of active participation by: singing folk and art songs in unison, two-and three-part songs; musical instrument instruction - recorders, guitars, classroom instruments; attendance at concerts; creative activities.
MAJOR ELECTIVES	
The Chorus - Vocal Techniques	Proper voice production is essential to quality singing. Vocal techniques such as: controlled use of the vocal apparatus, resonant tone quality, correct intonation, clear diction are taught in the vocal class and the chorus. There is a need to understand the tone-producing organs, e.g., mouth, lips, larynx, pharynx, tongue and uvula.
THE INSTRUMENTAL PROGRAM	The instrumental program provides the fundamental training on all instruments. Homogeneous instrument training classes are more effective than heterogeneous classes(single instrument class, such as violin only, as opposed to violin, viola, cello and bass violin in the same class).
Band Orchestra Instrumental Class	The orchestra and the band provide the vehicle for the development of ensemble playing, technique development, reading of traditional and contemporary music literature, student conducting and performance.

MUSIC GRADE 9

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
MUSIC APPRECIATION	
Listening	Music is heard in the concert hall, on television and radio, and in the school.
Singing	Choral music is arranged in three-and four-part singing. The repertoire of songs is drawn from traditional art songs, popular and folk rock songs, and national songs.
Reading Music	Some options for the general music program are: guitar class, recorder, history of jazz, folk music, electronic music.
MAJOR ELECTIVES	
Vocal	Vocal classes are programmed as vocal training class, mixed class, mixed chorus, boys chorus, girls chorus.
The Chorus Choral Techniques	The vocal techniques include: blending, articulation, phrasing and balance. The repertoire is drawn from current materials, such as folk rock.
MAJOR ELECTIVE	
Instrumental Instrumental Class	Instrument training begins in the instrumental music class. (homogeneous instrument classes)
Band Orchestra	Bands and orchestras are culminating musical activities (concerts, assemblies). They can play prepared arrangements designed for their abilities and drawn from traditional and modern material. The musical techniques should include: blending, balance, phrasing, articulation and intonation.

Social Studies
Grades 5-9

Grade 5....................110
Grade 6....................113
Grade 7....................115
Grade 8....................119
Grade 9....................124

SOCIAL STUDIES

The curriculum in history and the social sciences has been guided by several major considerations. These may be summarized as follows:

It emphasizes the teaching of concepts rather than the accumulation of data. The curriculum has been predicated on the same theory of learning that inspired recent changes in the teaching of science and mathematics. Instruction should focus on the development of critical thinking. The student must learn to "think as a scholar" -- to search out and deal with authentic source materials, to use techniques of inquiry and discovery, and finally, to arrive at conclusions supported by evidence.

It seeks to provide all students with the values, skills, understandings, and knowledge needed to cope with the pressing social problems of our age. We live in an era of change and challenge, a time when new and complex forces are reshaping our society. Students must recognize the sources of change and be prepared to deal effectively with issues raised by change. They must also strengthen their commitment to democratic values.

It attempts to incorporate basic concepts drawn from the disciplines of history and the social sciences. Each discipline offers a set of basic concepts variously known as "key ideas," understandings, or generalizations. These concepts provide a structure around which learning may be organized within each grade.

It attempts to develop skills and research techniques sequentially. The curriculum provides important tools for analysis and encourages the use of objective, rational methods in the study of contemporary problems.

It attempts to provide learning activities that aim at conceptualization through techniques of inquiry and discovery. Probing discussion questions, careful analysis of primary source materials, case studies of concrete social phenomena, the use of contrasting evidence to underscore man's varied social responses -- these and other strategies are used to obtain pupil interest and to develop understandings.

No one method, however, is mandated. Children learn in many different ways. The learning process justifies a variety of techniques or strategies and a wide range of teaching materials.

It emphasizes the use of multimedia resources rather than the traditional textbook. Especially useful are the audiovisual materials of instruction -- motion pictures, filmstrips, maps, globes, transparencies, 8 mm. single-concept films, programmed instruction, records, tapes, pictures and other non-book resources.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
AMERICAN PEOPLE AND LEADERS: HOW THE UNITED STATES BEGAN AND GREW Review and reinforce grade 4 learnings to meet individual and class needs.	
WHAT ARE THE MAJOR GEOGRAPHIC FEATURES OF THE EARTH? Time: 4 weeks	Our home is the planet earth which is part of the solar system. The seven largest land masses are called continents. These continents are separated by natural boundaries such as mountains and bodies of water. There are four large bodies of water called oceans. The equator divides the earth into the northern and southern hemispheres. An imaginary line from the north pole to the south pole creates the eastern and western hemispheres. Global geographic knowledge includes air masses, weather, wind, ocean currents and natural resources.
HOW DO OUR NEIGHBORS IN THE WESTERN HEMISPHERE USE THEIR RESOURCES AND GEOGRAPHY? Required Case Studies: Canada Mexico and Caribbean Sea Area South America Time: 14 weeks	See the sample case study for sub-topics.
CANADA (A Sample Case Study) (See pp. 248-249.)	

SOCIAL STUDIES GRADE 5

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
GEOGRAPHIC FEATURES	
Location Natural environment Population distribution	The region is characterized by mountains, hills, plateaus and plains, extensive waterways and a harsh climate.
HISTORICAL DEVELOPMENT	
Significant trends - past to present Important leaders Current changes	Early exploration and settlement by French and English; gradual development from British Colony to Commonwealth; growth of parliamentary democracy
ECONOMIC PRACTICES AND CHIEF OCCUPATIONS OF THE PEOPLE	
Meeting needs (food, clothing and shelter) Producing goods and services for wants	
Geographic basis for industry	Great natural resources are mineral, water, forest and wildlife.
Geographic basis for agriculture	Semi-arid lands lend themselves to wheat production, cattle and sheep ranching.
Interdependence within the region and with other regions	There are many resources within the region that make it one of the world's important food-exporting and manufacturing nations of the world. The economy of this region is in many ways dependent upon the economic conditions in the United States.
SOCIAL AND ECONOMIC PRACTICES OF THE REGION	This is a bilingual, bicultural democracy: French and English. There are many cultural differences among the various ethnic groups. This country has a high standard of living and high levels of education.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
MAJOR PROBLEMS IN THE REGION	Conflict between French and English Canadians has intensified. Cultural differences have led to social, political, and economic difficulties. Economic dependence upon the United States has caused conflict in maintaining Canadian identity.
HOW DO PEOPLE AROUND THE WORLD USE THEIR RESOURCES AND GEOGRAPHY? Required Case Studies: Select Two of the Following World Regions: Western Europe Eastern Europe and U.S.S.R. Middle East Far East Africa, South of the Saharas Africa, North of the Saharas Time: 10 weeks	The characteristics of different countries and regions are studied, with particular emphasis on geographic, economic and cultural relationships.
HOW CAN WE BETTER UNDERSTAND GLOBAL TRENDS AND ISSUES? Time: 10 weeks	Current world problems include overpopulation, environmental pollution, conservation, race relations, political and territorial disputes, unemployment and inflation, poverty, control of disease, etc.
CURRENT AFFAIRS	Current affairs are studied to see the effect on children's lives, and to assist in the development of civic responsibility.
WORK STUDY SKILLS	Degrees of longitude and latitude are used to find location. Degrees of longitude are used to understand time zones. Newspapers, magazines, pamphlets, and audiovisuals are used as sources of information. A variety of maps is interpreted and used: elevation, products, rainfall. Grid system is used to find locations. Events are arranged in chronological order. Outerspace maps are used to identify contours and shapes of land masses.

SOCIAL STUDIES GRADE 6

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
HOW WE LEARN ABOUT THE PAST	We learn about the past from the work of social scientists such as archeologists.
Time: 4 weeks	
Sources of information	Information is obtained from many sources such as artifacts, oral traditions, and written records.
Work of archeologists, historians, and anthropologists	Archeologists recreate the past from artifacts and material remains; historians from primary and secondary sources; anthropologists from direct observation techniques.
HOW MODERN PEOPLE (HOMO SAPIENS) DEVELOPED	There was a lengthy period before man's appearance on earth. We record historical time in various ways.
Time: 3 weeks	There were several forms of early man. All modern humans are homo sapiens. There are racial similarities and differences; humans are much more alike than different.
HOW WESTERN CIVILIZATION DEVELOPED	
Time: 17 weeks	Required: Select two of the following; Egypt; Greece; Mesopotamia.
Case Study of How Civilization Developed in Egypt.	
Geographic factors influenced the development of civilization	Egypt is the "gift of the Nile."
Government developed to meet the needs of the individual and of society	Absolute monarchy and a rigid social class system developed.
Laws provide a picture of the society	The Egyptian "Book of the Dead" reflects the moral and spiritual values of that society.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Contributions have helped to shape present ways of life	Egyptians made numerous contributions, including a system of writing, sculpture, and architecture.
Art and literature reflect the society	Egyptian art in stone reflects the wealth of society.
HOW OTHER CIVILIZATIONS DEVELOPED	
Time: 15 weeks	Required: Select two of the following; India; China; Pre-Columbian America; Africa
CURRENT AFFAIRS	Current affairs are studied to see how they affect children's lives and to assist in developing civic responsibility.
WORK STUDY SKILLS	Information on a topic is compared to discover agreement and disagreement. Fact and opinion are differentiated. The need to change a conclusion in the light of evidence is recognized. Information is presented in various forms: graphs, pictures, vocal, written. Vocabulary of time expression is used: era. century, prehistoric, etc.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Content area covers the Colonial Era to about 1890. Urban America in the 20th century should be taught in the first half of grade 8.	
WHY PEOPLE MOVED TO THE NEW WORLD Time: 6 weeks	
Voluntary movements of people to the New World	Unfavorable political, social and economic conditions in Europe caused people to move voluntarily to the New World.
Involuntary movements of people to the New World	Africans, prisoners and some indentured servants came to the New World involuntarily. Ethnic groups that settled in colonial America brought with them a cultural heritage.
HOW PERMANENT SETTLEMENTS WERE FORMED IN THE NEW WORLD Time: 7 weeks	
Bases for settlement	People located settlements based on many factors: nearness to water and transportation, natural resources, fertile soil and opportunities for trade.
Developments in the Thirteen Colonies	Self-governing colonies, proprietary colonies and royal colonies were similar and different in the nature of government and degree of political freedom.
HOW THE THIRTEEN COLONIES BECAME ONE NATION Time: 7 weeks	

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
The American Revolution	A series of ideological, political and economic actions and counteractions by Americans and British brought the colonies and England to a state of war.
Factors affecting the conduct of the Revolutionary War	The strengths and weaknesses of England and the colonies; their leaders, strategies, heroes from different minority groups, relationships with other countries, and spirit determined the conduct and results of the war.
Results of the Revolution	The American Revolution resulted in independence, territorial expansion, an extension of democracy, and an inspiration to peoples in other lands.
HOW AMERICA GREW IN A CHANGING POLITICAL CLIMATE	
Time: 20 weeks	
The Frontier Moves West	Explorers, pioneers, settlers, and townspeople developed frontier communities through individual and cooperative enterprise.
Jeffersonian Democracy (1800-1824)	The Democratic-Republic defeated the Federalists in the Election of 1800. Americans peacefully expanded (Louisiana Purchase), fought a war (War of 1812), strengthened the nation (Era of Good Feeling), and weakened the nation (sectional differences).
Jacksonian Democracy (1828-1848)	Jackson involved the Presidency in sectional struggles over the tariff, the bank and internal improvements. The era was one of expanded democracy and reform. More people participated in the democratic process. Reformers attacked sexism and slavery. Improvements in education and in treatment of the sick and insane were made.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Manifest Destiny and the extension of slavery	As the nation's territory grew (Texas, Mexican Cession, Oregon), so, too, did sectional conflicts between slave and free states.
The Civil War	The fundamental causes of the Civil War lay in political, economic, and social differences among the sections. The Kansas-Nebraska Act, Dred Scott decision, split in the Democratic Party, Election of 1860, and the firing on Fort Sumter were highlights of the road to Civil War. The human, material, and spiritual costs of the war were great. The Civil War brought an end to slavery.
Reconstruction	Conflicting ideas and methods of reconstructing the nation divided Americans. The Reconstruction Era in the South resulted in both achievements and long-lasting problems.
Major trends in Post-Civil War America	In the Post-Civil War period, the frontier disappeared. America again accepted waves of immigrants. Americans borrowed and developed scientific and technological expertise to improve the use of their resources. They developed steam power and improved steel-making and machinery production. They built roads and railroads; they built factories and residential buildings; they produced a vast variety of consumer goods. This American Industrial Revolution led to new forms of business, urban development, transformation of the American farm, and positive and negative effects on all groups in American society.
CURRENT AFFAIRS	Current affairs are studied to see how they affect children's lives and to assist in developing civic responsibility.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
WORK STUDY SKILLS	The Readers' Guide is used to find articles in periodicals.
	Parliamentary procedures are used to conduct meetings.
	Map symbols and directions are interpreted on maps.
	Related events are placed in chronological order.
	Characteristics of geographic regions are recognized.
	Footnotes and cross references are used for gathering and collating information.
	Evidence of propaganda is detected and analyzed.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
URBAN AMERICA IN THE 20th CENTURY *pp.5-18 Time: 12 weeks	
The impact of industrialization	The corporate business form and monopolies led to the concentration of business power and growth of personal fortunes. Adverse effects of industrialism included: "sweatshop" conditions of workers, economic depression of farmers, cheating of consumers, and corruption of government. Positive effects included: improved standards of nutrition, increase in longevity, rapid population growth, mass public education, daily press, higher standards of living for millions. Workers' unions, farmers' alliances, journalistic muckrackers, political parties and individual reformers challenged big business abuses. Theodore Roosevelt's "Square Deal" and Woodrow Wilson's "New Freedom" tried to correct the abuses of big business through government regulation. The Spanish American War contributed to America's development as an emerging world power. World War I solidified this position.
How Americans have attempted to solve the economic and social problems of the 20th century	In the "Roaring Twenties," many Americans rejected reformers, accepted a materialistic morality, accepted a laissez-faire government policy, ignored signs of economic danger, and fell victim to the Great Depression. Franklin D. Roosevelt's "New Deal" tried to help many Americans cope with the Depression, and revive the economy through relief, recovery, reform programs. The private and public sectors of the economy have tried to cope with the post-World War II economic problems of growth, unemployment, and inflation.
The United States is a superpower in the 20th century	Isolationism and neutrality gave way to involvement in World War II. Containment was a policy for the Korean and Vietnam conflicts.

*Experimental Curriculum Bulletin: URBAN GROWTH: CITIZENSHIP IN A CHANGING SOCIETY (Reference for Adaptation)

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
American arts and mass media as mirrors of American society	Recreation, the arts, and the media are reflective of the interests, moods, and morals of each period in American history.
Conservation of resources and preservation of the environment	Rapid expansion of the economy has created dangers to the environment: depletion of resources; air, water, and land pollution. Consumer demands and business interests may conflict with efforts to preserve a high quality environment.
Prejudice, discrimination and racism in America in the twentieth century.	European and Asiatic immigrants have had to overcome discrimination while struggling both to assimilate into the dominant culture and maintain their distinctive heritage. Blacks and Hispanics have tried to overcome discrimination in many areas of American life through organizational efforts, charismatic leaders, court decisions, legislation, activist strategies, and affirmative action programs. Women have used individual, organizational efforts and legislation to overcome discrimination.
Growth and problems of urban America	Cities and suburbs have grown in certain locations because of geographic advantages, improvements in transportation, and government action. Opportunities, activities and services have attracted people to American cities. Rapid growth created many social and economic problems in the cities which led to the expansion of suburbs. The flight of the middle class is being fought by self-help, private, and governmental efforts in the cities.

THE METROPOLITAN AREA: A CASE STUDY

*pp. 19-25

Time: 8 weeks

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Growth of New York City metropolitan area	New York City, from colonial times through the 20th century, has been an important seaport, center of industry and trade, and haven for immigrants. As part of an East coast megalopolis, New York City's institutions, successes and problems are interrelated with those of its suburbs and neighboring cities. The many minority groups in New York City have struggled to assimilate and yet preserve their distinct heritage.
How New York City deals with problems caused by growth	New York City faces many problems: increasing demands for services, insufficient financial resources, abandoned houses and slums, insufficient transportation facilities, pollution of the environment, high crime rate. Through private efforts, local government programs and State and Federal aid, New York City has used varying strategies to balance its budget, provide services, alleviate problems, and stem the flight of the middle class.

CITIZENSHIP IN ACTION

*Pp. 27-53

Time: 20 weeks

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Structure and functions of government in the United States	To live peaceably, people throughout history have developed governmental institutions that make, enforce, and interpret laws. Monarchy, dictatorship, and democracy are different forms of government. United States democracy has its roots in ancient Greek democracy, English democracy, and colonial American democracy. The Declaration of Independence states the philosophy of our government. The Constitution provides a framework for our government.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Structure and functions of government in the United States (continued)	Division of powers, separation of powers, checks and balances, and inherent flexibility are hallmarks of our Constitution. States and localities have instruments of government powers and leaders similar to the national government. The citizen's exercise of rights and responsibilities should begin in school and continue throughout life.
Political systems in the United States	People organize into self-interest groups to set priorities, make choices, choose leaders and try to influence political decision-making. Political parties bring together people of similar interests to elect their candidates and make laws. Competition among political parties affords people choices among views and candidates. Public apathy may permit political abuses. An enlightened and involved electorate can help prevent these abuses.
Legal systems in the United States	Acceptable and enforceable laws enable people to live peaceably. Federal, state and local law-making procedures involve individual and groups in the process. The Constitution is the "Supreme Law of the Land." The Bill of Rights protects individual freedoms. All laws must be consistent with the Constitution. Society has devised procedures to prevent lawbreaking and punish lawbreakers. The rights of the accused are protected in these procedures. Methods of dealing with lawbreakers (capital punishment, prison, fines) are controversial issues.

SOCIAL STUDIES GRADE 8

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Consumer education	Society has developed methods to produce, allocate and distribute goods and services for needs and wants. Standards of living reflect income, prices, definitions of "luxury" and "necessity," and availability of goods and services. Supply, demand, economic interest groups and world conditions affect prices. Rapidly rising prices (inflation) have varied effects on different economic groups. Consumer awareness and activism can help maximize gratification when purchases are made.
Citizenship in our urban society	The exercise of individual rights and freedoms includes the assumption of individual responsibility. Learning to deal with governmental bureaucracy enables the citizen to benefit more from governmental services.
CURRENT AFFAIRS	Current affairs are studied to see how they affect children's lives and to assist in developing civic responsibility.
WORK STUDY SKILLS	Road maps and mass transit maps are interpreted. Newspapers and current magazines are used for locating and gathering information relating to urban development. Geographic facts, population figures, and economic facts are used to classify information relating to urban growth. The uses of compromise and consensus are practiced in discussions. Individual and group projects on relevant topics are prepared and presented as part of the curriculum.

CONTENT AREA AND TOPIC

SKILLS AND KNOWLEDGE

This course of study presents case studies of eight culture regions. Three culture regions are required. Each teacher should select from among the optional required studies and adjust suggested time allotments to meet the needs and interests of students.

Required Regional Studies

*LATIN AMERICA

*Pp. 1-19

Time: 6 weeks

PEOPLE'S REPUBLIC OF CHINA

Time: 6 weeks

SUB-SAHARAN AFRICA

Time: 6 weeks

Optional Regional Studies

JAPAN

Time: 4 weeks

SOUTHEAST ASIA

Time: 4 weeks

THE SUB-CONTINENT OF INDIA

Time: 4 weeks

THE MIDDLE EAST AND MOSLEM SOCIETY

Time: 4 weeks

UNION OF SOVIET SOCIALIST REPUBLICS

(Bridge between East and West)

Time: 6 weeks

*LATIN AMERICAN STUDIES. For Secondary Schools Experimental Edition Jan., 1974

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
LATIN AMERICA	
(Sample case study approach)	
Geographic Factors	The regional subdivisions of Latin America are Central America and Mexico, South America, and the Caribbean or West Indies. Latin America is an area of great physical diversity, relatively isolated from world population centers and trade routes. Mountains, tropical rain forests, deserts, or semi-arid regions account for more than half of Latin America. These are obstacles to transportation and trade, inter-American cooperation, and even, in some cases, national unity.
Historical Development	
Pre-Columbian Civilization	Indian populations consisted of the semi-migratory lowland tribes living in villages and the more sophisticated authoritarian, highland peoples (Incas and Aztecs).
Spanish Colonial Era	Indian and Spanish cultures interacted to produce a unique colonial society. Spanish colonial administration was highly centralized and authoritarian. Spanish control was reinforced by the activities of the Church.
Wars for Independence	The wars for independence from European powers had multiple causes and in some areas were also civil wars. The legacy of the colonial period and the wars for independence persisted in varying degrees. A major political crisis in the new nations was the conflict of interests among rural landowners, the rising middle class, and the peasant and urban masses.
Economic Development	Latin American nations face the challenges presented by untapped physical resources, geographic barriers, and an untrained labor force.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Land use	Agricultural production is low because of the lack of modern equipment, scientific knowledge and technology as well as the land tenure system. Agrarian reform policies include land taxes, extension services, agricultural credit, export production, and government investment in transportation and storage facilities.
Labor supply	Total employment opportunities are not keeping pace with the rapid growth of population and the shift of population from rural villages to cities.
Industrialization	Industrialization is proceeding slowly. More rapid industrialization will require larger markets, manpower with technical skill, and access to capital. The nations of Latin America are concentrating on improving the agricultural sector while at the same time raising industrial output.
Social Structure	Population distribution and growth rates vary within and among nations.
Races	Latin American populations are racially mixed. Racial discrimination towards Indians and Blacks exists in several nations. Social mobility is greatly limited.
Populations	Identifiable socio-economic groups are peasants and rural laborers, urban working class, urban unemployed, urban middle class, landed upper class, and business-oriented, urban upper class.
Class differences and similarities	The extended family is of considerable importance in all classes of Latin American society.
Culture	Indian, Spanish, European, and African peoples have contributed to the development of Latin American cultural diversity.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Religious practices	The Roman Catholic Church has deeply influenced Latin American civilization.
Education	Improvements and expansion are needed in education to develop a responsible electorate and the skilled technicians and specialists needed in an industrialized society.
Arts	Art, architecture, music and literature reflect the Indian, Spanish, and African heritages of Latin America.
Literature	The cultural traits and values commonly associated with Latin America include personalism, formalism, and fatalism.
Languages	
Politics and Government	Politics has revolved around the personalities of leaders more than commitments to programs and principles. Violence is used to overthrow governments in much of Latin America. There have been hundreds of political revolutions since independence. The military is active in politics. The political process is limited to participation by the military, professional civilian politicians, urban elite, and churchmen.
International Relations	Many nations are trying to free themselves of economic dependence on foreign nations by developing self-help programs, encouraging industrialization, nationalizing industries, expanding trade opportunities, and organizing into associations. United States - Latin American relations have been characterized by alternating periods of United States interest and neglect, and conflict and cooperation.

CONTENT AREA AND TOPIC	SKILLS AND KNOWLEDGE
Influences of the Regional Culture in New York City	There are approximately 1½ million people of Latin American descent living in New York City. Many examples of the foods, clothing, arts, customs, personal and social values of Latin Americans can be found.
CURRENT AFFAIRS	Current affairs are studied to see how they affect children's lives and to assist in developing civic responsibility.
WORK STUDY SKILLS	Latitude and longitude are used to find locations. Conflicting views and statements are presented. Newspapers, magazines, radio and television are used as sources of current information on the world regions being studied.

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*Titles and affiliations were those in force at the time the materials were prepared.

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Elizabeth Mulligan, Teacher - P.S. 115 - District 6
Harvey Nagler, Principal - P.S. 35 - District 29
Ruth Peterkin, Teacher - P.S. 153 - District 6
Maria Power, Prinicpal - P.S. 13 - District 19
Leonore Ringler, Professor, New York University
H. Alan Robinson, Professor, Hofstra University
Florence Rosler, Reading Lab Teacher - P.S. 183 - District 27
Beverly Taylor, Reading Coordinator - District 6
Lucille Thomas, Assistant Director, Center for Library, Media and Telecommunications
E. Trowbridge, Teacher - P. S. 13K District 19
Barry Weider, Assistant Principal District 16

FOREIGN LANGUAGE

DEVELOPER AND WRITER

David Weiss, Asst. Director, Center for the Humanities and the Arts

REVIEWERS AND ADVISORS FOR REVISIONS

Chinese: Bernard Lee, Teacher, Seward Park H.S.
Gary Lee, Teacher, Murry Bergtraum H.S.

French: Emile Beux, Asst. Principal, Herbert H. Lehman H.S.
Roselle Meyrowitz, Asst. Principal, Midwood H.S.

German: William Muller, Teacher, J.H.S. 93Q
Casper Scheiper, Asst. Principal, Curtis H.S.

Hebrew: Solomon Moskowitz, Associate in Secondary Education, Board of Jewish Education
Stanley Sobolofsky, Teacher, J.H.S. 141X

Italian: Adele Farella, Asst. Principal, New Dorp H.S.
Nivea Roman, Asst. Principal, Francis Lewis H.S.

CREDITS

Latin: Dr. Juno Blake, Teacher,
Stuyvesant H.S.
Dominick Cerasulo, Teacher,
Christopher Columbus H.S.

Russian: Anna Elman, Teacher,
South Shore H.S.
Sylvia Maizell, Teacher,
Bronx H.S. of Science

Spanish: Samuel LaRocca, Asst. Principal,
August Martin H.S.
Lester Schweitzer, Asst. Principal,
William H. Taft H.S.

FLES: Harriet Bryer, Principal,
P.S. 177Q
Eleanor Roth, Teacher,
P.S. 60Q

HEALTH EDUCATION

Melvin Warren, Assistant Director Health Education, writer.
Revisions were based on field evaluations.

HOME ECONOMICS

DEVELOPERS AND WRITERS

Kathleen V. Rogers
Home Economics
Olga E. Sobelsohn
Assistant Director
Sylvia B. Anker and Claire S. Rosenthal
Supervisors

INDUSTRIAL ARTS

DEVELOPERS AND WRITERS

Herbert Siegel, Director of Industrial Arts
Emanuel Gillers, Asst. Director of Industrial Arts
Samuel Garry, Supervisor of Industrial Arts
David Berlin, Supervisor of Industrial Arts - Special Education
Carl Brenner, Supervisor of Industrial Arts
On Chin, Teacher-Trainer of Industrial Arts - Special Education
Robert Fixler, Supervisor of Industrial Arts
Nathan L. Friedman, Supervisor of Industrial Arts

LIBRARY MEDIA

DEVELOPERS AND WRITERS

Geraldine Clark, Assistant Director, Head Library Unit, Center for Library, Media and Telecommunications
Lucille Thomas, Assistant Director, Elementary School Library Media Centers, Center for Library, Media and Telecommunications
Cathleen Mahoney, Elementary School Library Media Specialist, Center for Library, Media and Telecommunications
Betty Silvers, District Librarian, District 14
Mercedes Rowe, District Librarian, District 11
Lorrelle Henry, District Library Supervisor, District 16
Carol Redding, Library Media Specialist - I.S. 136

REVIEWERS AND ADVISORS .

Lorrelle Henry, Library Supervisor, District 16
Janet Naftol, District Librarian, District 26
Mercedes Rowe, District Librarian, District 11
Betty Silver, District Librarian, District 14
Rhoda Kleiman, Library Media Specialist, JHS 167-M
Carol Redding, Library Media Specialist, IS 136-M
Ethel Olicker, Library Media Specialist, JHS 189-Q
Mary Knight, Library Media Specialist, JHS 263
Suzanne L. Burach, Pura Belpre Children's Caravan, District 16
Marian Bauman, P.S. 309, District 16
Elaine Kaufman, P.S. 215, District 27
Marilyn Yaiger, P.S. 345, District 19
Jim Amato, P.S. 305, District 13
Inez Rubin, P.S. 9, District 13
Dorothy Aranoff, P.S. 251, District 29
Claire Pressman, P.S. 181, District 29
Louise Miller, P.S. 287, District 13
Arlene Lichterman, P.S. 100, District 21
Robert Stavrakas, Principal, I.S. 7-R
Gloria Saunders, Principal. P.S. 299-K
Alvin, Yurman, Principal. P.S. 203-Q
Loretta Boyce, Principal, I.S. 383-K
Laura Goodman, UFT Library Media Committee
Shirley Rappaport, New York City School Librarians' Association

MATHEMATICS

DEVELOPERS AND WRITERS OF ORIGINAL MATERIALS

Frank J. Wohlfort, Asst. Director for Mathematics & Science
Alice Lombardi, Mathematics Coordinator District 24

REVIEWERS AND ADVISORS FOR REVISIONS

District Math Coordinators

Vincent J. Altamuro, Dist. 8
Kathleen K. Barry, Dist. 3
Jennie Berger, Dist. 16
Lillian Boyce, Dist. 17 (Aux. Trainer)
Shirley Brady, Dist. 17
Eric Calyo, Dist. 7
Janet Castellano, Dist. 31
Maria DeSalvio, Dist. 1
Louise M. Gemake, Dist. 4
Howard Goldstein, Dist. 18
Alfred Grab, Dist. 6
Zella C. Jackson, Dist. 5
Leah Karp, Dist. 11
Marvin Kreutzberger, Dist. 19
Aurora S. Larocca, Dist. 32
Sandra Lightbody, Dist. 14
Mary-Etta Maynor, Dist. 10
Mark Mendes, Dist. 23
Dorothy S. Minsley, Dist. 26
Stephen Rappaport, Dist. 23
Miriam R. Revkin, Dist. 20
Judith Ann Ries, Dist. 8
Matthew Scaffa, Dist. 31
Audrey Simon, Dist. 25
Hyacinth D. Stevens, Dist. 7
Sophie C. Sussman, Dist. 2

CREDITS

Mary J. Teshara, Dist. 12
Beatrice P. Williams, Dist. 27
Linda Zern, Dist. 7
Robert Atkins, Asst. Princ. John Adams HS
James Bruni, Prof. Math. Ed. Lehman College
Aaron Buchman, Assoc. Bureau of Math Ed, State Education Dept.
Edward Carroll, Prof, Math Ed. N.Y.U.
Jacob Cohen, Asst. Principal T. Roosevelt H.S.
Terrance Conaty, Teacher. JHS 117M
Ira Ewens, Principal James Madison HS
Jerome Fisher, Asst. Principal IS 218K
Thomas Fransko, Teacher, JHS 117M
Dorothy Geddes, Prof. Math Ed. Bklyn College
Blanche C. Gladstone, Corrective Math Specialist - Title I Corrective Mathematics Program
Edward Graybow, Teacher, JHS 117M
Cynthia Griffin, Teacher, JHS 117M
Harold Grill, Principal, JHS 104M
George Grossman, Dir. (retired), Center for Math & Science
Irwin Kaufman, Asst. Principal, South Shore H.S.
Henry Leighton, Asst. Principal, JHS 166K
Phillip Levine, Teacher, JHS 117M
Ira Lyons, Asst. Princ. IS 13M
George Mills, Principal, JHS 17M
Fred Paul, Chief, Bureau of Math Ed. State Education Department
Donald Rosen, Teacher, JHS 117M
Jerome Rosofsky, Principal, JHS 189Q
Walter Rubin, Asst. Principal, Truman High School; President Math Chairmen Assoc.
Harry Ruderman, Chairman Math, Hunter H.S.
Murray Soffer, Asst. Principal, IS 111K
Lucille A. Stovall, Coordinator - New York City Corrective Mathematics Program
Bruce Vogeli, Prof. Math Ed. Teachers College
Stephen S. Willoughby, Prof. of Math Ed., N.Y.U.

WRITERS AND/OR DEVELOPERS OF REVISIONS

Frank J. Wohlfort, Asst. Dir. Mathematics and Science
Charles Bechtold, Principal, P.S. 101Q
Shirley Brady, Math Coordinator, Dist. 17
Joseph Gehringer, Teacher, JHS 65M
Alan Ginsberg, Asst. Principal, JHS 125Q
Harriet Haynes, Teacher, JHS 88K
Marvin Kreutzberger, Math Coordinator, Dist. 19
Alice Lombardi, Mathematics Specialist, Center for Math and Science
Mary Teshara, Math Coordinator, Dist. 12
Leonard Zavlick, Asst. Principal, IS 167X

MUSIC

DEVELOPERS AND WRITERS

John Motley, Director of Music
Leo Sevush, Asst. Director of Music
Milton Friedman, Supervisor of Music, District 25
George Hall, Chairman of Music, Taft H.S.
Elton Warren, Supervisor of Music, District 9

Jeanette Carlstein, Supervisor of Music (Retired)

REVIEWERS AND ADVISORS

Selma Gold, Chairman of Music, Franklin K. Lane H.S.
Martin Gottesfeld, Chairman of Music, Martin Luther King H.S.
Asta Hairston, Supervisor of Music, District 17

PHYSICAL EDUCATION

DEVELOPERS AND WRITERS

Angela Zirpiades, Assistant Director, Physical Education
Lillian Vitaglione, Movement Specialist - P.S. 41 - wrote grades K - 6
Bernard Kirschenbaum, Assistant Director, Physical Education - wrote grades 7 - 9
Revisions were based on field evaluations and the new curriculum bulletin.

SCIENCE

DEVELOPERS AND WRITERS OF ORIGINAL MATERIALS

Sam Fried, Asst. Director, Science, Center for Mathematics and Science, Center for Curriculum and Instruction

Barry Wiesenfeld, Science Coordinator, District 24

REVIEWERS AND ADVISORS

Harold Alper, Chairman of the Science Standing Committee, Asst. Principal, Supervisor of Physical Science
Rose Blaustein, Science Coordinator, District 2
Arthur DeSantis, Science Coordinator, District 25
Leonard Epstein, Principal, P.S. 161K
Beatrice Fried, Science Coordinator, District 17
Rahla Gold, Principal, P.S. 92K
David Goldberg, Asst. Principal, Science, J.H.S. 296K
Sylvia Hecht, Coordinator, Bank Street College
Jay Littman, Asst. Principal, Science, I.S. 320K
Benjamin Litwin, Asst. Principal, Science, J.H.S. 223K
Joan Mulvaney, Principal, P.S. 181K
Ronald Novins, Asst. Principal, Science, I.S. 246K
Martin Schachter, Asst. Principal, Science, I.S. 10M
Samuel Silverberg, Asst. Principal, Science, J.H.S. 202Q
Lillian Silverman, Asst. Principal, Science, I.S. 292K
Thomas Vinci, Associate Dean, Graduate Studies, Fordham University
Alan Winkler, Science Resource Teacher, District 22

SOCIAL STUDIES

DEVELOPERS AND WRITERS OF ORIGINAL MATERIALS

Pearl Abrams, Teacher, P.S. 26Q

CREDITS

Jerry Blumengarten, Teacher, J.H.S. 166K
Carmen Farina, Teacher, P.S. 29K
Marilyn Fast, Asst. Principal, P.S. 89Q
Betty Garrett, Asst. Principal
Jeanette Hadley, Asst. Principal, P.S. 154M
Floyd Kessler, Teacher, I.S. 142Q
Joyce Rubin, Teacher, P.S. 276K
Joel Shulman, Teacher, P.S.108X

Alfred D. Herman, Principal, P.S. 139K
Miriam Iversen, Teacher, P.S. 26Q

REVIEWERS AND ADVISORS FOR REVISIONS

Charlotte Frank, Director, Center for Curriculum Development
Florence Jackson, Center Director, Center for Humanities and the Arts
Albert Post, Asst. Director, Social Studies
Geri Appel, Teacher, P.S. 34M
Alan Argoff, District Supervisor, C.S.D.#22
Martha Cember, Teacher, P.S. 236K
Janet Ernst, Teacher, P.S. 34M
Debbie Friedman, Teacher, P.S. 29K
Diana Kendall, Global Perspectives in Education
Elena Mancaruso, Teacher, P.S. 38K
Jean Milpilineos, Teacher, P.S. 52K
Shirley Pine, Teacher, P.S. 52K
Lorraine Rhodes, Teacher, P.S. 29K
Diane Rothman, Teacher, P.S. 29K
Barbara Schaeffer, Teacher, P.S. 52K
Zara Schenbaum, Teacher, P.S. 34M
Andrew F. Smith, Global Perspectives in Education
Lenore Wiesenberg, Teacher, P.S. 236K

(Standing Committee)
Alan Argoff, District Supervisor, C.S.D.#22
Morris Brown, Asst. Principal, Port Richmond High School
Bernard O'Kane, Asst. Principal, J.H.S. 218
Larry Pero, Asst. Principal, John Dewey H.S.
Irwin Rosenfeld, Asst. Principal, I.S. 44M
Harvey Seligman, Asst. Principal, I.S. 253

WRITERS AND/OR DEVELOPERS OF REVISIONS

Florence Jackson, Center Director, Center for the Humanities and the Arts
Albert Post, Asst. Director, Center for the Humanities and the Arts
Jerry Blumengarten, Teacher, J.H.S. 166K
Martin Cohen, Asst. Principal, Halsey J.H.S.
Alfred D. Herman, Principal, P.S. 139K

TYPEWRITING

DEVELOPERS AND WRITERS

Norman E. Watnick
Assistant Director,
Business and Distributive Ed.
Donald Donin
Coordinator, Business and
Distributive Ed.

REVIEWERS AND ADVISORS

Shirley Silvers, Dept. of Business. Queens Community College
Robert G. Fleig, Bureau of Business Education, State Education Dept.
Catherine Stapleton, President JHS Typewriting Teachers' Association
Anne Pennino, Chairperson Secretarial Studies Standing Committee

EDITORIAL STAFF

CENTER FOR CURRICULUM DEVELOPMENT

Susan S. Aaron
Regina Barnes
Marie Bobetsky
Maureen Maguire
Alaire Mitchell (Project Editor)
Gertrude Blaustein (Proofreading assistant)
Rosemary Stroer (Editing - experimental edition)

Consonant Correspondences in Various Positions *

This chart, provided for teacher reference, is to be used at the teacher's discretion. Individual items are to be taught to the children as and when needed.

Sound or Phoneme	*Letter Label*	*Position*		
		Initial	*Medial*	*Final*
/b/	b	bat	tuba	cab
/k/	c	can		
	k	kitten	baker	break
	ck		packer	sack
	ch	chasm		
	qu	quick	liquor	opaque
/s/	s	sit		
	ss		passer	pass
	c	city	racer	
	ps	psalm		
/ċ/	ch	chip	catcher	rich
	c	cello		
/d/	d	doll	soda	mad
/f/	f	fit	heifer	life
	ff		baffle	cuff
	ph	photo	siphon	
	gh			rough
/g/	g	get	tiger	rag
	gh	ghetto		
	gg		bigger	
/j/	g	gym		rage
	j	jump		
	dg		ledger	badge
/h/	h	house	ahead	
	wh	who		
/l/	l	lake	sailor	metal
	ll		filling	hall
/m/	m	man	tamer	ham
	mb		comber	tomb
	mm		summer	
/ŋ/	n	night	finer	hen
	nn		sinner	
	gn	gnaw		
	kn	knit		

Sound or Phoneme	*Letter Label*	*Position*		
		Initial	*Medial*	*Final*
/n/	ng		singer	sing
	n		drink	
/p/	p	picnic	piper	drip
	pp		supper	
/r/	r	rain	bearer	car
	rr		hurry	burr
	wr	wreck		
	rh	rhetoric		
/ṡ/	sh	ship	smasher	lash
	s	sure		
	ci		specious	
	ce		ocean	
	ss		passion	
	ti		nation	
/t/	t	teacher	meter	hit
	tt		sitter	
	pt			receipt
	bt		debtor	debt
/θ/	th	thin	ether	path
/ð/	th	then	either	bathe
/v/	v	voice	mover	wave
/w/	w	work	shower	cow
/ks/	x			box
/y/	y	ya[illegible]	Sawyer	say
/z/	z	zoo	blazer	
	s		loser	dogs
	zz		nozzle	jazz
/ż/	z		azure	
	s		measure	
	si		delusion	

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* Robert B. Ruddell, Reading-Language Instruction: Innovative Practices (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1974) pp. 297-298. Reprinted by permission.

Vowel Correspondences **

Sound Label	*Vowel*	*Letter Label*	*Example*
Unglided or short	/æ/	a	at
		au	laugh
Glided or long	/ey/	a.e	lane, ate
		ai	bait
		ea	break
		ei	rein
Unglided or short	/e/	e	men
		ea	head
		eo	leopard
		ai	said
		ie	friend
Glided or long	/iy/	e.e	Pete
		e	be
		ea	beat
		ee	beet
		ei	receive
		ie	belief
Unglided or short	/i/	i	bit
		ui	build
		y	hymn
		u	busy
Glided or long	/ay/	i.e	bite
		uy	buy
		ie	flies
		ai	aisle
Unglided or short	/a/	o	hot
Glided or long	/ow/	o.e	home
		oa	boat
		ow	show
		o	go
		ew	sew

Sound Label	*Vowel*	*Letter Label*	*Example*
Unglided or short	/a/	u	bus
		oo	blood
		ou	enough
Glided or long	/yuw/	u.e	mule
		ew	few
Unglided or short	/u/	oo	good
		u	put
		ew	flew
		ui	fruit
Unglided or short	/ɔ/	a	talk
		au	Paul
		o	dog
		aw	law
Glided or diphthong	/aw/	ow	drown
		ou	loud
Glided or diphthong	/ɔy/	oy	toy
		oi	coin
Note: an unglided or short vowel followed by -r is sometimes referred to as an r-controlled vowel	/ar/, /er/	ar, ea	cart, pear
	/ir/, /ɔr/	ea, oa	ear, oar
	/ur/, /yur/	oo, u.e	poor, pure
	/ar/	e	her

** Ruddell, Reading-Language Instruction: Innovative Practices, pp. 298-299
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APPENDIX B – CURRICULUM PUBLICATIONS

PRINTED PUBLICATIONS

(Available from: Publication Sales Office, New York City Board of Education, 110 Livingston Street, Brooklyn, N.Y. 11201)

ART

Art (Elementary), 1963-64, No. 8: 146 pp.

Art (Middle Schl.), 1977-78, No. 3: 127 pp.

Art Teaching Guides: Puppets and Puppetry, 1968-69, No. 8h (Reprinted 1975): 20 pp.

COMMUNICATION ARTS

Handbook for Language Arts: Pre K-Gr. 2, 1965-66, No. 8 (Reprinted 1975): 416 pp.

Sequential Levels of Reading Skills: Gr. Pre K-12, 1967-68, No. 4 (Reprinted 1970, 75, 79): 324 pp.

Handbook for Language Arts, Gr. 3 & 4, 1969-70, No. 6: 360 pp.

Handbook for English Language Arts, Gr. 5-12: Reading & Literature, 1967-68, No. 10 (Reprinted 1969, 75, 79): 324 pp.

Handbook for English Language Arts, Gr. 5-12: Speech & Composition, 1969-70, No. 21: 221 pp.

Handbook for English Language Arts: Gr. 5-12: Language Strand, 1974-75, No. 4: 286 pp.

ENGLISH AS A SECOND LANGUAGE

ESL: Teaching English as a Second Language in the Middle Grades, 1967-70, No. 7: 190 pp.

FOREIGN LANGUAGES

Chinese: Levels 1 & 2, 1972-73, No. 7: 165 pp.

German: Levels 1-4, 1966-67, No. 11c: 222 pp.

Hebrew: Levels 1-4, 1966-67, No. 11b: 207 pp.

Latin: Levels 1-4, 1967-68, No. 19: 146 pp.

Russian: Levels 1-4, 1970-71, No. 6: 224 pp.

HEALTH EDUCATION

Health Ed (Elementary Schls.), 1969-70, No. 2: 249 pp.

Health Ed (Secondary Schls.), 1972-73, No. 10: 341 pp.

HOME ECONOMICS

Home Economics Gr. 7-8-9, 1963-64, No. 4: 169 pp.

Young New Yorker's Cookbook, 1973-74, No. 9: 244 pp.

INDUSTRIAL ARTS

Ceramics (Secondary), 1961-62, No. 7 (Reprinted 1966, 74): 130 pp.

Industrial Ceramics, 1971-72, No. 5: 133 pp.

Drafting Experiences for Intermediate Schl. Pupils: A Resource Bulletin for Teachers of Industrial Arts, 1966-67, No. 9 (Reprinted 1970): 75 pp.

Electricity-Electronics (Intermediate & JHS), 1970-71, No. 11: 196 pp.

Graphic Arts Gr. 7-8-9, 1965-66, No. 13: 65 pp.

Metalworking (Secondary), 1966-67, No. 7: 191 pp.

Woodworking: Gr. 7-8-9, 1965-66, No. 14: 67 pp.

Industrial Arts Woodworking: (Secondary), 1963-64, No. 10 (Reprinted 1969): 111 pp.

MATHEMATICS

Math: Pre K-1, Pt. I, 1966-67, No. 6a (Reprinted 1968, 74): 67 pp.

Math: Pre K-1, Pt. II, 1966-67, No. 6b: 150 pp.

Math: Gr. 1 - Scope & Sequence, 1970-71, No. 2: 16 pp.

Math: Gr. 2, 1977-78, No. 11: 180 pp.

Math: Gr. 3, 1977-78, No. 9: 172 pp.

Math: Gr. 4 & 5 - Scope & Sequence, 1969-70, No. 8 (Reprinted 1973, 75): 46 pp.

Math: Grade 6 - Scope & Sequence, 1970-71, No. 4: 22 pp.

Math: 9th Yr., 1966-67, No. 4 (Reprinted 1969): 304 pp.

General Math: 9th Yr., 1964-65, No. 16 (Reprinted 1968, 70): 270 pp.

MUSIC

Teaching Music: Gr. K-4, 1978-79, No. 5: 99 pp.

SCIENCE

Science: Gr. K-2, 1965-66, No. 7 (Reprinted 1968, 70, 75): 267 pp.

Science: Gr. 3-4, 1966-67, No. 11 (Reprinted 1969, 75): 339 pp.

Science: Gr. 5, 1968-69, No. 6 (Reprinted 1974): 264 pp.

Science: Gr. 7, 1971-72, No. 2: 313 pp.

Science: Gr. 8, 1967-68, No. 20: 400 pp.

Science: Gr. 9, 1968-69, No. 9: 309 pp.

SOCIAL STUDIES

Gr. 1: Living & Working Together in the Community, 1967-68, No. 26 (Reprinted 1970, 76): 113 pp.

Gr. 2: How People Live in City Communities Around the World, 1968-69, No. 2: 199 pp.

Gr. 4: American People & Leaders: How the U.S. Began & Grew, 1968-69, No. 3: 130 pp.

Gr. 7: American History: Historical Development of the U.S., 1967-68, No. 2e (Reprinted 1970): 130 pp.

Gr. 9: World Studies: Eastern Civilizations–Regional Studies (Revised Edition), 1969-70, No. 12: 397 pp.

EXPERIMENTAL PUBLICATIONS

(Available from: Office of Curriculum Development & Support, New York City Board of Education, 131 Livingston Street, Rm. 619, Brooklyn, New York 11201)

EXPERIMENTAL PUBLICATIONS

(Available from: Office of Curriculum Development & Support, New York City Board of Education, 131 Livingston Street, Rm. 619, Brooklyn, New York 11201)

ART

Art (High School), May 1974: 102 pp.

FOREIGN LANGUAGES

Foreign Language Revision Program: French, June, 1975: 99 pp.

Foreign Language Revision Program: Italian, June, 1975: 99 pp.

Foreign Language Revision Program: Spanish, June, 1975: 102 pp.

INDUSTRIAL ARTS

Industrial Arts Aerospace (Intermediate & JHS) Pt. II August, 1970: 120 pp.

Graphic Arts (Secondary), March, 1970: 159 pp.

Paste Make-up–A Teaching Guide, Summer, 1970: 76 pp.

Plastics (Secondary), June, 1967: 195 pp.

School Shop Safety Manual, October, 1977: 225 pp.

Teachers Handbook for the Handicapped (Available from: Industrial Arts Unit, New York City Board of Education, 347 Baltic Street, Rm. 102, Brooklyn, N.Y. 11201)

MATHEMATICS

Fundamentals of Math, Pt. I, November, 1978: 144 pp.

Fundamentals of Math, Pt. II, November, 1978: 136 pp.

MUSIC

Teaching Music, Gr. 5 & 6, December, 1975: 106 pp.

SCIENCE

Investigating our Environment, Science, Gr. 6, June, 1974: 248 pp.

SOCIAL STUDIES

Gr. 8: Urban Growth: Citizenship in a Changing Society, December, 1978